

GRADE 4

Implementation GUIDE

PEARSON

Glenview, Illinois • Boston, Massachusetts • Chandler, Arizona • Hoboken, New Jersey

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Table of Contents

What is <i>ReadyGEN</i> ?	4
How do I use <i>ReadyGEN</i> ?	6
Instructional Routines	7
Generative Vocabulary	8
Text Complexity	10
Assessments	11
Reading Instruction	12
Writing Instruction	14
Scaffolding	16
Foundational Skills	18
Pacing	19
What is the research behind <i>ReadyGEN</i> ?	20
Where are my standards covered in <i>ReadyGEN</i> ?	62
Scope and Sequence	64
Unit Overviews	72
Common Core Standards Correlations	82

Welcome to *ReadyGEN*

A Whole New Level of Ready!

Dear *ReadyGEN* Teacher,

How do you prepare young children for college and careers? You invite them to read, to write, and to explore content. You engage them intellectually and emotionally in authentic texts and compelling ideas. *ReadyGEN* is a new generation of literacy instruction for the next generation of learners in your classroom.

It is a wonderful time to be teaching. Everything we have developed for you to use has, at the heart of it, our hope that you will love what you teach and that your students will love what they learn.

On behalf of the Pearson family, we thank you for the work you do for children and welcome you to the exhilarating era of college and career readiness.

All the best,
The *ReadyGEN* Team



What is *ReadyGEN*?



Get ready, teachers, for *ReadyGEN*! I am so thrilled to be part of this exciting, progressive program designed to capitalize on the reading instruction research and what we know makes reading for understanding so engaging for students. This program provides the structure you need to make teaching reading successful and the flexibility you need to deliver reading instruction that is responsive to your students. I am confident that you will find this new program to be the “just right” fit to enhance what you know about reading instruction and to keep your students motivated to read more.

—Sharon Vaughn, *University of Texas*

ReadyGEN is an integrated literacy program focused on reading, writing, speaking, and listening and designed to get students ready for college and careers. It is built on a collaborative learning model in which teachers and students work together throughout the instructional process to grow students’ understanding and expand their knowledge.

ReadyGEN teachers activate the learning process through instruction, modeling, scaffolding, and reteaching as needed. Students collaborate with one another and with the teacher to analyze, question, evaluate, and respond as they practice and apply what they have learned. Metacognition is a critical piece of this learning process. Students engage in self-assessments and use various fix-up strategies as they become increasingly responsible for their own learning.



ReadyGEN provides an exciting, engaging experience for children. The program features challenging but interesting selections, and rigorous yet motivating activities. *ReadyGEN* has everything you need to get this next generation of readers and writers ready to meet the challenge presented by the Common Core.

—P. David Pearson, University of California, Berkeley

ReadyGEN actively engages students in literacy experiences, with authentic, rigorous texts serving as the core of all instruction. Developed to enable students to meet the expectations of the Common Core Standards and to prepare for college and careers, *ReadyGEN* provides the tools teachers need to guide students through an instructional approach that fosters the reciprocity of reading and writing. This critical approach helps students understand the interdependency between reading and writing and use it to become lifelong learners and communicators.

To anchor this approach, *ReadyGEN* has at the heart of its instructional design a link between close reading and the production of writing. The program encourages students to dig deep, think hard, and always cite evidence from the text as proof of their ideas. *ReadyGEN* is designed with rigor and responsiveness to guide all students toward success.

ReadyGEN lessons incorporate a variety of literacies to engage students in unit topics, genres, and the types of writing prescribed by the Common Core Standards. Using *ReadyGEN*'s integrated pedagogy, big ideas, and authentic practice, teachers model how to participate in critical reading, thinking, speaking, and writing.

How do I use *ReadyGEN*?

ReadyGEN lessons are designed with Dr. P. David Pearson's gradual-release-of-responsibility model, with the goal of building independent readers and writers. As teachers use mentor texts to model reading and writing practices in each module, students work to master standards. *ReadyGEN*'s Performance-Based Assessments assess learning so that teachers can easily adapt instruction to student needs.

ReadyGEN's lessons include focused reading and writing instruction, independent practice, vocabulary instruction, and student-centered features such as Team Talk. With this structure, *ReadyGEN* combines the reading and writing workshop model into one comprehensive literacy workshop. It provides targeted instruction with multiple reads of a variety of coherent texts. Formative and summative assessments for monitoring progress are also part of the equation, which ultimately leads to deeper student understanding and increased student responsibility.

The program provides flexibility in tailoring lessons for various classroom environments. To ensure success, however, it is recommended that you follow these steps as you plan your *ReadyGEN* lessons:

1. Read the Performance-Based Assessment (PBA) for the module.
Reviewing the PBA before instruction begins provides a preview of what is expected throughout the module. All instruction ultimately leads to a successful PBA.
2. Read the module text set, which includes the anchor and supporting texts.
3. Review the Text Complexity Rubrics for all texts in the module. These rubrics are found in the Teacher Resources section at the back of each *Teacher's Guide*. Make note of the focus of each text and any features or content that might present roadblocks for your students.
4. Review the *Scaffolded Strategies Handbook* lessons for the module in tandem with the core *Teacher's Guide*. Decide which Handbook lessons, if any, will be most helpful for your students.

Instructional Routines

Instructional routines are the foundation of the *ReadyGEN* instructional plan. *ReadyGEN* routines provide the framework around which teachers can flexibly respond to students' needs and through which students build expertise and confidence.

The routines are located in the Teacher Resources section at the back of each *Teacher's Guide*. The routines are developmentally appropriate to each grade and build upon the previous grade in a spiral fashion.

- Team Talk—Think/Pair/Share Routine
- Whole Class Discussion Routine
- Small Group Discussion Routine
- Read Aloud Routine
- Shared Reading/Read Together Routine
- Independent Reading Routine
- Text Club Routine
- Benchmark Vocabulary Routine: Informational
- Benchmark Vocabulary Routine: Literary
- Reading Wrap-Up Routine
- Writing Wrap-Up Routine

ReadyGEN Tip

The program is designed with rigor and responsiveness to guide all students toward success. There is flexibility in tailoring *ReadyGEN* lessons for different classroom environments; however, it is recommended that teachers use the program routines and instructional processes to serve lesson objectives.

Generative Vocabulary



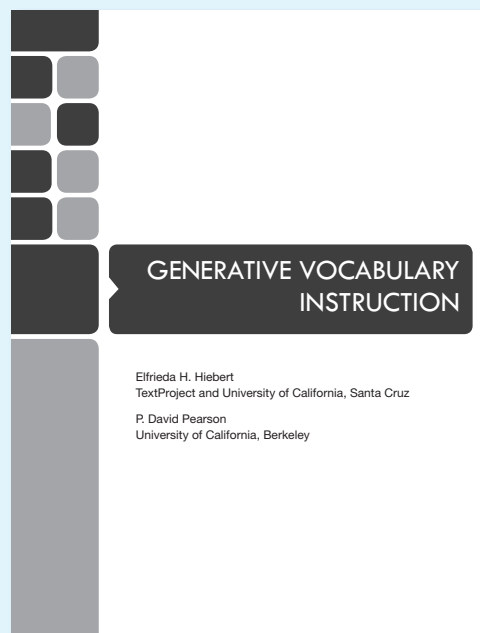
Generative vocabulary instruction aims to make visible to students critical features and functions of words and connections among words. This knowledge is intended to support students in generating meanings of unknown words in texts.

—Elfrieda Hiebert, *TextProject* and
University of California, Santa Cruz

A hallmark of *ReadyGEN* is the generative vocabulary instruction that helps students learn about words—how words work and how they’re connected. Students learn to “generate” new words to unlock complex text. *ReadyGEN* employs a system for understanding how words work in complex texts and for determining which words within a text most enable meaning-making for students.

The overarching goal of the vocabulary strand is to foster understanding of a single text and to ultimately carry that word knowledge across text types within the unit and beyond. The words chosen in each lesson are essential to comprehending text and, in fact, become the access points for students in need of scaffolding.

Dr. Elfrieda Hiebert and Dr. P. David Pearson have written a white paper on generative vocabulary. You can log in to PearsonRealize.com and download the document *Generative Vocabulary Instruction*.



BENCHMARK VOCABULARY These words are important for understanding concepts within a text. This vocabulary is addressed during Focused Reading Instruction and can be defined as

- words needed to comprehend a text.
- words from other disciplines.
- words that are part of a thematic, semantic, and/or morphological network.
- words central to unlocking the Enduring Understanding of a text.

BY-THE-WAY WORDS These are sophisticated or unusual words for known concepts that can be stumbling blocks to comprehending a text. The words should be defined quickly during reading, but instruction should not interfere with the fluent reading of the text. These words are addressed during Close Reading and can be defined as

- words requiring a quick explanation in order for text to be understood.
- words supported by the text for meaning.
- words that are more concrete.

GENERATIVE VOCABULARY IN SPEAKING AND WRITING

Students should demonstrate a deep understanding of the generative vocabulary process by using Benchmark Vocabulary in conversations, in their writing, and in the Performance-Based Assessments.

Benchmark Vocabulary

INTRODUCE Find and read aloud the sentence from *Planet Earth*, p. 4, with the word *rocket*.

TEACH Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR30–TR35, teach the meaning of *rocket*. Then use the information on pp. 152–155 as a guide to expand children's vocabulary through discussion of the words that are connected to *rocket*.

MONITOR PROGRESS Have children show contextual understanding of the Benchmark Vocabulary by using the selected word(s) in sentences on p. 212 in the *Reader's and Writer's Journal*. Use responses to monitor children's vocabulary development.

ReadyGEN Teacher's Guide

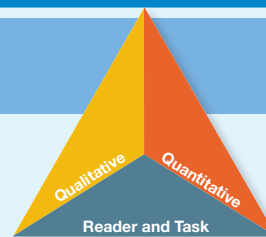
- **BY-THE-WAY WORDS** On page 4, the text says that Earth looks "like a huge, bright disk colored blue and white." What clues in the book help you understand what a disk is? (The illustration shows Earth looking like a circle colored blue and white, so a disk must be a flat, round object.)
- **BY-THE-WAY WORDS** On page 5, how does the author help readers understand what a planet is? (He provides a definition to answer the question of what a planet is: "a huge ball of rock or gas that moves around the Sun.") Which planet in particular does the author talk about in this book? (Earth)

ReadyGEN Teacher's Guide

Becoming Researchers				
ANCHOR TEXT: <i>The Taramula Scientist</i>				
Informational Text Use this chart as a starting point for your class to generate related words. There may be more words in each cluster than those listed here.				
Benchmark Vocabulary	Possible Morphological Links	Possible Semantic Links	Informational Links	
play	pretend	actor, host	Topic	
pretend	play	host	Topic	
vibrations	vibrate	shaking, movement	Topic	
evaporation	evaporate, vapor	disappearance, transformation	Topic	
interaction	act, action, interact	exchange	Topic	
boundaries	bound	borders, edge, perimeter	Topic	
examine	examination	inspects, looks	Big Idea	
examined	examination	inspected	Topic	
dramatic	drama, dramatically	act	Topic	
discrete	discrete	unit	Topic	
steadily	steadily	continually, steadily	Topic	
striking (adj)	striking	beautiful, noticeable, arresting, remarkable	Topic	
retreat	retreat	hurry, refuge, sanctuary	Topic	
cracks	crack, opening		Topic	
obstacle			Topic	
expedition	expedite		Big Idea	
extending	extended	extending	Topic	
rolls		roll	Topic	
comparative	compare	comparing, relating	Big Idea	
pristine		pristine, original	Topic	

ReadyGEN Teacher's Guide

UNIT 1 • MODULE A				
Becoming Researchers				
Vocabulary to Unlock Text				
ANCHOR TEXT: <i>The Taramula Scientist</i>				
Informational Text Use this chart as a starting point for your class to generate related words. There may be more words in each cluster than those listed here.				
Benchmark Vocabulary	Possible Morphological Links	Possible Semantic Links	Informational Links	
aggressive	aggression, aggressive	physical contact	Topic	
documented	document	recorded, observed	Topic	
adapted		adjusted, acclimated, transformed	Topic	
integral		important, critical, necessary	Topic	
SUPPORTING TEXT: <i>The Bay Who Drow Ains</i>				
Informational Text Use this chart as a starting point for your class to generate related words. There may be more words in each cluster than those listed here.				
Benchmark Vocabulary	Possible Morphological Links	Possible Semantic Links	Informational Links	
migrate	migration, migrant	travel	Topic	
inhabited	inhabitation	dwelt, nest	Topic	
transformed	transformation, transformative	change	Topic	
rehabilitated	rehabilitation	restored, renewed	Big Idea	
initiate	initiation	copy, mimic	Topic	
complex	complexity	difficult, complicated	Topic	
theory	theoretical	idea, concept	Big Idea	
SUPPORTING TEXT: "Froggie Frog"				
Informational Text Use this chart as a starting point for your class to generate related words. There may be more words in each cluster than those listed here.				
Benchmark Vocabulary	Possible Morphological Links	Possible Semantic Links	Informational Links	
interviewed	interview	researched, studied	Topic	
extinction	extinct	depletion	Big Idea	
juvenile		young, adolescent	Topic	
surge	surge	increase	Topic	
attitudes		beliefs	Topic	
native	nativity	domestic	Topic	
vulnerable	vulnerability	fragile	Big Idea	
exposed	exposure	vulnerable, uncovered	Topic	



Text Complexity

In order to become college- and career-ready, students need to read increasingly complex texts as they progress through Grades K–12, and they need strategies that will help them comprehend these texts.

The Common Core Standards suggest a three-part model to gauge the difficulty of a particular text. Each part of the model is of equal importance. As outlined in Appendix A of the Common Core Standards, the three parts are:

QUANTITATIVE MEASURES

The quantitative dimensions of a text include the readability score, such as the Lexile, Dale-Chall, or Flesch-Kincaid score, as well as other scores of text complexity, such as word count, word and sentence length, or word frequency. These measures are typically calculated by computer software.

QUALITATIVE MEASURES

Factors that influence the qualitative complexity of a text include levels of meaning (literary text) or purpose (informational text), text structure, language conventionality and clarity, and knowledge demands. These measures are best determined by an attentive human reader.

READER AND TASK CONSIDERATIONS

When determining the appropriateness of a text for individual students, it is important to consider the variables specific to a reader (motivation, knowledge, experiences) and to a task (purpose and difficulty of the task or of the questions posed). These judgments are best made by teachers using their professional experience and knowledge of their students.

Text Complexity Rubrics are provided in the Teacher Resources section to help familiarize teachers with the complexity of each text in a module. The rubrics provide a snapshot of the complexity of the anchor and supporting texts, using both quantitative and qualitative measures. The Reader and Task Suggestions in each rubric provide tips for preparing students to read the text, but you should make your own assessments based on your students.

Assessments

ReadyGEN provides a variety of assessment opportunities to gauge student progress toward mastery of reading and writing skills and standards.

BASELINE ASSESSMENT This test is designed to determine students' instructional needs at the outset of the year and establish a "starting point" for each student. The results will help identify individuals who are at grade level, those who need support, and those who might benefit from more challenge.

FORMATIVE ASSESSMENTS Ongoing formative assessments are integrated within every module of *ReadyGEN*. These include **Monitor Progress If . . . then** suggestions throughout the *Teacher's Guide* for observing and assessing students' progress; Formative Assessment suggestions in many writing lessons; student work in the *Reader's and Writer's Journal*; and **If . . . then** suggestions for monitoring progress in the *Scaffolded Strategies Handbook*.

PERFORMANCE-BASED ASSESSMENTS Each module of *ReadyGEN* concludes with a Performance-Based Assessment (PBA). These tasks allow students to apply the skills they learned to their writing. The PBA process helps teachers measure students' mastery of the standards. The *Teacher's Guide* features a four-point writing rubric to evaluate students' PBAs and a Reflect and Respond page that includes suggestions for writers struggling with the PBA task.

END-OF-UNIT ASSESSMENTS These assessments consist of reading passages, selected-response questions, and writing prompts. Students read or listen to the passages and answer comprehension and vocabulary questions, referring to the texts as needed. The passages are either literary or informational and become increasingly complex over the course of the year. The prompts require students to write pieces of varying lengths in all writing types.

ASSESSMENT BOOK The grade-specific *Assessment Book: Teacher's Manual* provides an overview of the *ReadyGEN* assessment component; offers tips for assessing English language learners; provides fluency and running-record information and passages; and includes test administration information, answer keys, and rubrics for the Baseline and End-of-Unit Assessments. Student tests are found in the *Assessment Student Book*.

Reading Instruction

Using carefully organized text sets and a routines-based instructional path, *ReadyGEN* is designed to accelerate delivery of the Common Core instructional shifts in elementary English language arts classrooms.

Each *ReadyGEN* text set consists of an anchor text and supporting texts. Each text was thoughtfully selected to provide key insights into the core Enduring Understandings of the unit topic. The text sets are the center of instruction and include multiple genres, worthy of close reading and rereading.

Read the Text

The goal of the first read of the anchor or supporting text is to introduce the text and allow students an opportunity to explore and make initial findings about it. Students focus on the Enduring Understandings and the Essential Questions as they preview the text. Then students and teacher read together, or students read independently.

ReadyGEN Tip

If you read aloud a section of the text or the entire text, you can employ the gradual-release model; that is, you need not be the only one reading every day. Depending on student ability, you might invite individual students to read aloud to the group or have small groups do a choral reading.

After reading, students reflect on the gist of the selection and their general understanding of it. During the second read, or Close Reading, students revisit the selection to answer text-dependent questions using close-reading strategies. This is not a time to reread every page read during the first read. Rather, students go back to discuss and reread only portions of the selection to answer text-dependent questions, always citing evidence from the text.

Focused Reading Instruction

The goal of the Focused Reading Instruction is to allow students to dig deeper into focused, sustained reading and rereading of a text for the purpose of understanding key points, gathering evidence, and building knowledge. The following lesson parts make up Focused Reading Instruction:

VOCABULARY DEVELOPMENT Students learn, discuss, and use the rich generative vocabulary that is integral to unlocking the text.

TEXT-BASED CONVERSATION and **TEAM TALK** Students work collaboratively in whole group or small groups to discuss the text. Then, with a partner, they state and support an opinion about what they have read.

READING ANALYSIS and **LANGUAGE ANALYSIS** During Reading Analysis, students learn and use the comprehension skills and strategies they need to understand the text. Additional literary elements, such as author's purpose and genre, are also included in these discussions. During Language Analysis, students learn about author's craft, or "how the text works." Through close reading of a text, students explore elements such as figurative language, sentence structure, dialogue, and word choice.

WRITING IN RESPONSE TO READING Students write in response to a prompt about what they have read. They are required to cite evidence from the text in their writing.

ACCOUNTABLE INDEPENDENT READING Students have an opportunity to extend and apply what they have learned to a "just right" text of their choice.

READING WRAP-UP Students reflect on the reading they have done and share the work they have accomplished throughout the lesson.

READING OBJECTIVES

Identify how words connect meaning in an informational text.

Correctly use *Planet Earth* when the text is used.

Use text features to locate information.

Build an author's talk conversation.

BENCHMARK VOCABULARY

✓ model, p. 4

Focused Reading Instruction

Benchmark Vocabulary

INTRODUCTION Print and read about the sentence from *Planet Earth*, p. 4, with the word *model*.

TEACH Using the Benchmark Vocabulary Routine for Informational Text on pp. TR52–TR55, teach the meaning of *model*. Then use the information on pp. TR52–TR55 as a guide to expand children's vocabulary through discussion of the words that are connected to *model*.

MONITOR PROGRESS Have children show contextual understanding of the Benchmark Vocabulary by using the selected words in sentences on p. 212 in the Reader's and Writer's Journal. Use responses to monitor children's vocabulary development.

Text-Based Conversation

COLLABORATE Use the Whole Class Discussion Routine on pp. TR6–TR9. Review the information found on the Contents page and in the Index. Think about these text features. These text features help me find information quickly. The Contents page lists headings for the sections and the page number where each section begins. The Index lists the most important subjects covered in the book. Each subject is followed by page numbers where this subject is mentioned.

As a whole class, discuss when to use the Contents page to locate information and when to use the Index instead. Evaluate how helpful each is in helping the reader find specific information quickly. As children participate in collaborative conversations, have them build on others' talk in conversations by linking their comments to the remarks of others.

Team Talk

STATE AND SUPPORT AN OPINION Use the Think-Pair-Share Routine on pp. TR32–TR35. Ask children to review the Contents page and the Index and answer this question: *Why do you think the author included both a Contents page and an Index?* (Possible response: The Contents page tells the reader the big ideas that will be covered but the Index shows where facts about specific subjects can be found.)

UNIT 4 • MODULE B

WHOLE GROUP

Language Analysis

TEXT FEATURES AND STRUCTURE Explain that the author of a question-and-answer book uses text features and a structure that helps readers understand what questions are being asked and how they can be answered.

CITE TEXT EVIDENCE Reread the title, Contents page, and Index. Note that the title, *Planet Earth*, is the text's main topic. Use the following prompts to guide discussion about the book's text features.

- What is the relationship between the Contents page and the book's main topic? (The headings on the Contents page tell subtopics.)
- What is the relationship between the Index and the book's main topic? (The Index lists specific details that relate to the main topic.)

Turn to pp. 4–5. Focus on the text's structure.

- What format does the author use to ask questions? (A numbered list.)
- What format does the author use to give answers? (A numbered list of answers are given under the flag.)

Independent Reading Practice

LANGUAGE ANALYSIS: TEXT FEATURES AND STRUCTURE Have children turn to another spread of the book. Then, on p. 213 in the Reader's and Writer's Journal, have them explain how the text features and structure help them locate information.

WRITING IN RESPONSE TO READING Have children turn to p. 217 in the Reader's and Writer's Journal to review this prompt: *On the question-and-answer flag in the book, help you learn? Use text evidence to explain.* Have children write their responses on a separate sheet of paper.

ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to notice how ideas and information are connected. Use the Independent Reading Routine on pp. TR52–TR55.

Reading Wrap-Up

SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading. Use the Reading Wrap-Up Routine on pp. TR42–TR45.

ReadyGEN
Teacher's Guide

13

Writing Instruction



In the digital world of the 21st century, strong writing skills are critical to effective communication, and Pearson's *ReadyGEN* makes it possible for all students to become champion writers. This program provides solid writing instruction and abundant practice in three important text types: narrative, informative/explanatory, and opinion, as well as the many subgenres these text types include. Beginning in kindergarten, *ReadyGEN* gives students the opportunity to explore texts in depth and then write about what they have read. In doing so, they develop as critical readers, writers, and thinkers. The writing program in *ReadyGEN* provides instruction in key process skills that will transform students into lifelong writers. Right from the start, *ReadyGEN* is a valued partner in helping all students master language and express ideas in powerful ways.

—Pam Allyn, Executive Director and Founder, LitLife and LitWorld

The *ReadyGEN* instructional model uses reading to gain knowledge. Writing, then, is the tool for enhancing reading comprehension and learning from text. *ReadyGEN* provides opportunities and guidance for students to talk about and then write about what they have read and learned.

Writing Lessons

Each **Writing** lesson in a module focuses on one writing type as specified in the Common Core Standards—narrative, informative/explanatory, or opinion—all in service of the **Performance-Based Assessment** that students will be assigned at the end of the module.

Explicit instruction guides students through the writing process. Instruction begins by linking reading and writing. Students analyze good writing models from the anchor and supporting texts they are reading. Together, students examine and explore writers' styles and techniques.

Each writing lesson also focuses on one or more grammar, usage, and mechanics conventions. Students discuss how authors used these conventions in the anchor and supporting texts, and they apply these conventions in their own writing. Then students practice the acquired skills in their *Reader's and Writer's Journal*.

During **Independent Writing Practice**, students have another opportunity to apply the writing skills and conventions they've discussed and learned. This practice prepares them for the Performance-Based Assessment at the end of the module. Opportunities for a digital delivery of student-produced writing are suggested.

All writing lessons end with a **Writing Wrap-Up**, during which students share their work using the Writing Wrap-Up Routine.

Performance-Based Assessment
Grade 2 • Unit 4 • Module B
PERFORMANCE-BASED ASSESSMENT UNIT 4 • MODULE B

TASK

In the News

Planet Earth is in a constant state of change. You will use information you have learned from *Planet Earth and Danger! Earthquakes* to write an informative newspaper article reporting on a natural event that causes planet change. You can do additional research as needed to report on your chosen natural event.

Remember to

- introduce your topic.
- use facts and definitions to develop points.

Informative Writing Rubric

Score	Focus	Organization	Development	Language and Vocabulary	Conventions
4	Informative article is fully developed and includes numerous key details.	Topic is fully introduced and developed and includes a developed concluding statement or section.	Informative article includes several details, facts, and definitions, and answers all 5 W questions.	Several adjectives and adverbs are used to describe the event.	Informative article uses correct grammar, usage, capitalization, and spelling.
3	Informative article is developed and includes key details.	Topic is introduced and developed and includes a concluding statement or section.	Informative article includes some details, facts, and definitions, and answers 4-5 W questions.	Some adjectives and adverbs are used to describe the event.	Informative article uses mostly correct grammar, usage, capitalization, and spelling.
2	Informative article is developed but includes few key details.	Topic is introduced but only somewhat developed and includes	Informative article includes few details, facts, and definitions, and answers 3-4 W	Few adjectives and adverbs are used to describe the event.	Informative article includes some errors in grammar, usage, capitalization, and spelling.

Writing

Informative/Explanatory Writing

WRITING OBJECTIVES
Understand how facts and details from a text show how the text is related to the unit title. **G-2-1**
Identify adjectives.

TEACH Explain that readers gain a deeper appreciation of this text by thinking about how it relates to the title of the unit: Facing Challenges and Change.

Talk about how this informational science book relates to the unit's title. For example, in telling about earthquakes and volcanoes, the author talks about changes that occur because of these disasters. The writer explains how the text relates to facing challenges and change by using facts, examples, and details from the text.

During reading, readers can look for facts and details that relate to the unit title. Have them keep these questions in mind as they read:

- What is the title of the unit?
- What parts of this text remind me of the title of this unit?
- What facts, examples, or descriptive details relate to the unit title?
- How do I understand the unit title better or differently after reading this text?

Use the Scaffolded Strategies Handbook to provide additional support for struggling writers.

ANALYZE THE MODEL. Through discussion, help children examine how a reader uses facts, examples, and details from the text to write about how the text relates to the title of the unit. Display a sample of what a reader might write about *Planet Earth*:

After reading about earthquakes in *Planet Earth*, I understand that one challenge people face is how to build buildings that won't collapse during an earthquake.

The writer links the unit title to *Planet Earth* by identifying one challenge that people living on Earth face.

Display another example of a reader's writing about the title of the unit.

As *Planet Earth* says, we cannot stop earthquakes from happening, but we can prepare for this challenge by building stronger buildings.

The writer uses text evidence to connect the text to the unit title: Facing Challenges and Change.

Explain to children that when they are writing about how a text might relate to the title of the unit, they should cite evidence from the text to support their thoughts.

CONVENTIONS: Adjectives
TEACH AND MODEL Remind children that adjectives modify or describe nouns. They tell which one, what kind, or how many. Vivid descriptive adjectives help the reader better picture the things described in the text.

If you flew to the Moon in a rocket, you would see Earth in the sky, like a huge, bright disk colored blue and white.

The adjective huge tells the size of the disk. The adjectives bright gives more information about what the disk looks like.

PRACTICE Pair children. Have partners search p. 5 of *Planet Earth* to locate other examples of adjectives. For additional practice in identifying adjectives, have children turn to p. 215 of the *Reader's and Writer's Journal*.

188 Unit 4 • Module B • Lesson 1
189

Scaffolding



Students are expected to have many ongoing opportunities to use text to integrate knowledge and ideas, describe key details, and view text as a resource for answering questions and understanding multiple views. Adjusting your instruction to ensure that text is used as a primary resource for students to meet these understandings will take you a long way toward implementing the Common Core Standards.

—Sharon Vaughn, University of Texas

ReadyGEN provides a variety of scaffolding strategies you can employ to ensure instructional equity and access to rigorous text for all students.

Scaffolded Instruction notes appear throughout the lessons. These notes address stumbling blocks that might deter English language learners or struggling readers and writers. They allow for on-the-spot opportunities to use proven mediations right when you need them.

Scaffolded Instruction for Small Group

The **Strategic Support** instruction is targeted toward students who need additional scaffolding for the instructional focus of each lesson. Using the **Monitor Progress If . . . then** suggestions will guide you in determining the level of support students need during small group lessons. The teacher-led small groups in *ReadyGEN* are flexible and responsive to the needs of individual students. The groups will vary from lesson to lesson. Gather your small groups based on which students would benefit from additional scaffolding or extensions in a particular area. While you are working with small groups, other students will read independently, complete independent work, or work at a small group center or in collaborative groups.

The **Extensions** are activities intended for students who understand the lesson focus and would benefit from opportunities to extend the lesson and enhance learning.

Sleuth is a collection of short, high-interest selections that students use to sharpen their close-reading skills as they work through the Sleuth Steps:

- Look for Clues
- Ask Questions
- Make Your Case
- Prove It!

Three to four times in each unit, the Scaffolded Instruction for Small Group lessons use *Sleuth* to reteach, practice, and refine close-reading skills and strategies.

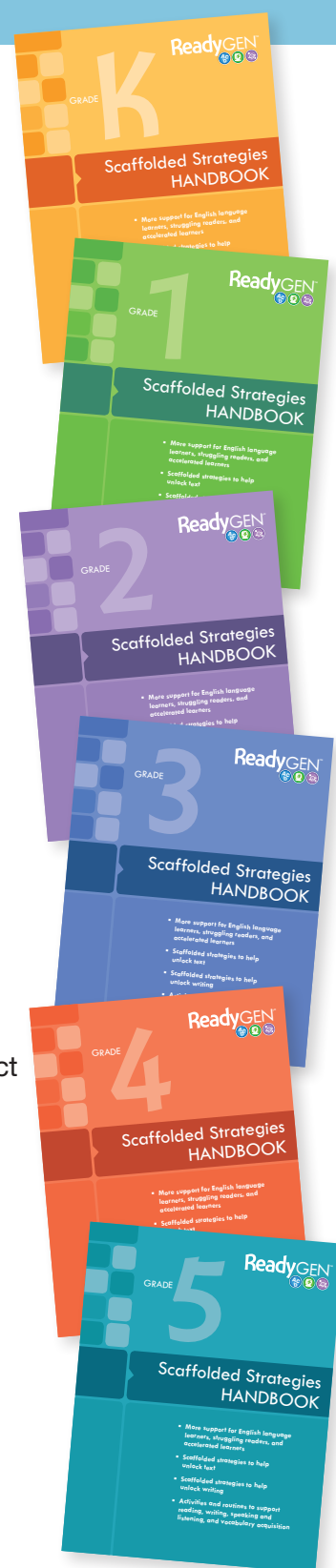
Scaffolded Strategies Handbook

The *Scaffolded Strategies Handbook* works in tandem with the *ReadyGEN Teacher's Guide* as students read and write about the anchor and supporting texts. The *Scaffolded Strategies Handbook* provides additional support strategies for you to use during small groups with those students who need extra scaffolding. The Handbook is divided into three parts.

PART 1: UNLOCK THE TEXT provides scaffolded lessons to help struggling readers unlock the anchor and supporting texts. Each lesson is divided into three sections: Prepare to Read, which activates background knowledge and introduces troublesome vocabulary; Interact with Text, which fosters close reading; and Express and Extend, which allows students to react to the text through discussion and writing.

PART 2: UNLOCK THE WRITING includes Unlock the Task lessons that scaffold the end-of-module Performance-Based Assessments into smaller, more accessible steps to use with English language learners and struggling writers. In addition, there are grade-appropriate guidelines for teaching each of the writing types required by the Common Core Standards: narrative, informative/explanatory, and opinion.

PART 3: ROUTINES AND ACTIVITIES is a collection of routines, reproducible graphic organizers, and games and activities to augment the English language arts classroom and address the Common Core Standards.



Foundational Skills

Foundational skills are the entryway to language and vocabulary and for students to become strong readers of complex text. Pearson provides an optional *Phonics Kit* for Grades K–3 and an optional *Word Analysis Kit* for Grades 4–5 for you to use along in conjunction with the *ReadyGEN* program for an additional 20–30 minutes of instruction.

The *ReadyGEN* scope and sequence in foundational skills has been widely validated in independent efficacy studies. Created by literacy experts in the areas of phonemic awareness, phonics, word work, and spelling, the approach is aggressive, with supports for appropriate mediations and modeled delivery through optional scripting.

ReadyGEN teaches phonics explicitly and systematically. Letter-sound relationships are taught in a systematic sequence, both in isolation and in the context of words and sentences. Students learn to blend and segment phonemes to hone their decoding skills. In each lesson, reading decodable text and opportunities for writing allow students to apply the phonics skills they have learned and to understand the usefulness of these new skills.

The *ReadyGEN* word-analysis instruction is also explicit and systematic. Students learn word-study skills in isolation and in context. All skills are practiced, applied, and spiraled throughout the year.

KIT COMPONENTS

- Teacher's Guide (K–5)
- Picture Cards (K–3)
- Alphabet Cards (K–3)
- High-Frequency Word Cards (K–3)
- Vocabulary Cards (4–5)
- Kindergarten Readers (K)
- Decodable Readers (K–3)
- Practice Readers (4–5)
- Phonics Activity Mats (K–3)
- Letter Tiles (K–5)
- Sound-Spelling Cards (1–3)
- Phonics Songs and Rhymes Flip Chart (K)
- Audio CD (K)



Pacing

How do I pace my *ReadyGEN* day?

The time you spend on each lesson will vary from day to day based on the text, your students, and the amount of scaffolding and support necessary to deliver the instruction appropriately. You may need to adjust times accordingly. Use your professional judgment as you plan the instruction for each module. Here is a sample schedule.

WHOLE GROUP Reading 30–40 min	First Read: Explore the Text Second Read: Close Reading Focused Reading Instruction	10–15 minutes 10 minutes 10–15 minutes
SMALL GROUP Scaffolding 30–40 min	Strategic Support Extensions	Goal: Meet with up to 3 groups per day for 10–15 minutes each.
WHOLE GROUP Writing 30–40 min	Writing Type Independent Writing Writing Wrap-Up	15–20 minutes 10–15 minutes 5 minutes

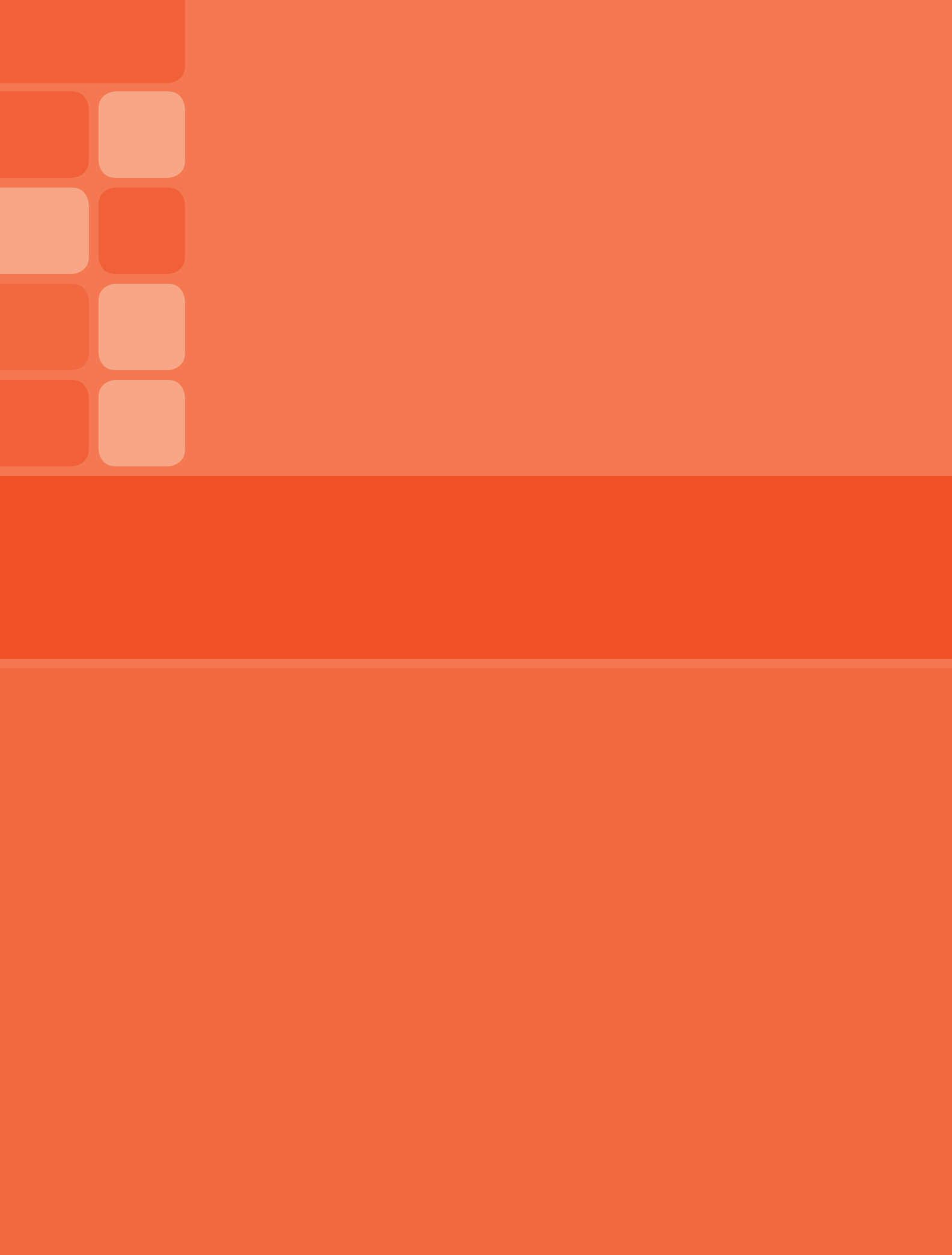
What are my students doing while I work with small groups?

Students will work at their own pace. They might

- revisit the texts.
- complete independent practice work in their *Reader's and Writer's Journal*.
- work in the small group centers.
- engage in accountable independent reading.

Timesaving Tips

- Set a one- to two-minute time limit for Team Talk activities during Focused Reading Instruction.
- During the second read have students reread only those pages that will support them in answering the text-dependent questions.
- During the oral reading fluency check in small groups, limit the reading to a paragraph or two rather than an entire page.



What is the research
behind *ReadyGEN*?

UNIT 4

Creating Innovative Solutions

ReadyGEN uses the principles of backward design to help teachers deliver instruction based on learning goals. Each unit focuses on a Big Idea, which is further articulated at the module level in the Enduring Understandings. Essential Questions frame instruction and guide students along a clear pathway toward the Enduring Understandings and the important themes, or Big Ideas, of literacy.



xii Unit 4

“One starts with the end — the desired results (goals or standards) — and then derives the curriculum from the evidence of learning (performances) called for by the standard and the teaching needed to equip students to perform.”

Wiggins and McTighe, 2000

MODULE A	Common Core Lesson Launch	1–11
	Lessons 1–18	12–191
	Performance-Based Assessment (Narrative)	192–199

TEXT SET



ANCHOR TEXT
Lunch Money



SUPPORTING TEXT
Max Malone Makes a Million



SUPPORTING TEXTS
Coyote School News



SLEUTH
"Jesse's Perfect Score"
"Team 'Sports'"

MODULE B	Common Core Lesson Launch	200–211
	Lessons 1–18	212–391
	Performance-Based Assessment (Opinion)	392–399

TEXT SET



ANCHOR TEXT
Using Money



SUPPORTING TEXT
The Stock Market



SUPPORTING TEXT
The Boy Who Invented TV



SLEUTH
"To Save or to Spend?"
"Playing Sports and Giving Back"

UNIT 4	Common Core Teacher Resources
• Routines	TR2–TR49
• Graphic Organizers	TR50–TR64
• Text Complexity Rubrics	TR66–TR75
• Leveled Text Instructional Plans.....	TR76–TR85

At Grade 4, **ReadyGEN** has four units of study. Each unit is focused on a central concept.

A unit is divided into two modules. Each module is built around a text set, which consists of an anchor text, a supporting text, and *Sleuth*. Some selections are stand-alone trade books, other selections are contained in the *Text Collection*, and text for additional close reading is found in *Sleuth*.

"Reading widely is a habit that students must develop, but they also need instruction in reading increasingly complex texts so their reading diet is more balanced. We suggest that more difficult texts with scaffolded instruction should become part of the classroom equation."

Douglas Fisher and Nancy Frey, *Text Complexity: Raising Rigor in Reading*, 2012

UNIT 4

Assessment

There is strong alignment between **ReadyGEN** and the Common Core Standards in the program's various forms of assessments. In addition to daily opportunities for teachers to gauge student learning within lessons, the formative assessments provide benchmarks for teachers to assess student progress and to make instructional adjustments along the pathway toward the Performance-Based Assessment.

ReadyGEN provides various assessment opportunities for you to use with your students to gauge their progress toward mastery of the Common Core State Standards.

FORMATIVE ASSESSMENT

MONITOR PROGRESS

If ... students struggle to make a real-life connection between words and their use.
Then ... use the Language Analysis support below.
If ... students need extra support to understand the text,
Then ... use the Close Reading support below.

MONITOR PROGRESS FORMATIVE ASSESSMENTS

Each lesson provides a chance for you to assess targeted skills and standards in order to monitor the progress of students. Using these Monitor Progress formative assessments, you will be consistently aware of how students are changing and developing throughout the year. You can use this performance data to meet the individual needs of students.

Independent Writing Practice

FORMATIVE ASSESSMENT Have students organize the reasons and details for their opinion essay on p. 180 in their Reader's and Writer's Journal. Students should continue building the topic they began in Lesson 4. Remind students that they are writing about how relationships between people in different generations can have an impact on a person's life. They should choose one opinion statement and reasons that support it from Lessons 5 and 6. Have students:

1. Make an outline including their opinion statement, three reasons, and supporting details for each reason.
2. Use their outline to write an opinion essay about the writing prompt.

FORMATIVE WRITING ASSESSMENTS

Each student's strengths and weaknesses come into focus with the Formative Writing assessments that occur throughout the lessons. Using the data from students' progress on these tasks can help you quickly identify students needing additional practice. Responsive individual or group instruction can further students on the path toward the module assessment.

"In Common Core, our formative assessments provide fresh, detailed information to guide our teaching on a day-to-day basis. These formative assessments contribute, over time, to students' progress in reading, and towards their achievement on high-stakes summative assessments. Our careful reading assessment gives us the information we need to make each lesson meaningful for every student."

Peter Afflerbach, *Understanding and Using Reading Assessment*, K-12



PERFORMANCE-BASED WRITING ASSESSMENT

Every Module

Each module has a **Performance-Based Assessment** that can be used to measure students' mastery of standards.

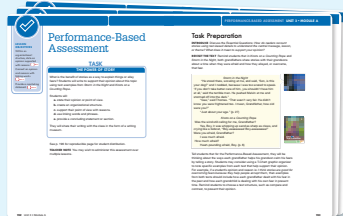
UNIT 4 • MODULE A Innovative Solution Short Story

TASK: In both *Lunch Money* and *Coyote School News*, the characters have to work together to come up with creative solutions. Students will write narratives (short stories) about a character who has a problem or a challenge and solves it with an innovative solution (real or imagined). Students will use effective technique, descriptive details, and clear event sequences to develop the narrative.

UNIT 4 • MODULE B Innovation Project Proposal

TASK: Students will create a project proposal for their own innovative idea to become successful financially.

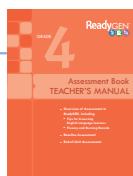
With the text *Using Money* as a reference, especially the pages featuring innovators themselves (pp. 39 and 41, for example), students will introduce their project clearly, create an organizational structure that supports their purpose, provide reasons supported by facts and details, link reasons using words and phrases, and provide a concluding statement related to the opinion presented.



The Performance-Based Writing Assessment assesses the three types of writing genres required in the Common Core Standards for Writing: informative/explanatory, opinion, and narrative.

END-OF-UNIT ASSESSMENT

The **End-of-Unit Assessment** is found in the **ReadyGEN Assessment Book**. Use the assessments to give you additional information on student progress and inform your instruction.



xv

The End of Unit Assessment is a summative evaluation designed to prepare students for success on the new assessments that measure students' mastery of the Common Core Standards.

“In the act of learning, people obtain content knowledge, acquire skills, and develop work habits—and practice the application of all three to ‘real world’ situations. Performance-based learning and assessment represent a set of strategies for the acquisition and application of knowledge, skills, and work habits through the performance of tasks that are meaningful and engaging to students.”

Van Wagenen, Lewbet, Waterbury-Wyatt, Shaw, Pelietier, and Hibbard,
Teacher's Guide to Performance-Based Learning and Assessment

ReadyGEN uses the design principle of backward mapping to ensure that activities are explicitly linked to and driven by the target standards selected for each module. Each unit focuses on an important understanding about how people interact with one another and the natural world. As students participate in activities at the module level, they acquire Enduring Understandings about the ways in which reading, writing, and learning deepen knowledge and insight into the world.

UNIT 4 • MODULE A

Path to Common Core Success

Dig Deeply into Complex Text

Big Idea

- Innovative Solutions

Enduring Understandings

- **Readers** understand the elements of narrative texts and how to use them to determine the theme of the story.
- **Writers** understand that they can draw evidence from literary texts to analyze, research, and reflect.
- **Learners** will explore content to understand that collaboration often leads to creative solutions.

“Knows” and “Dos”

ESSENTIAL QUESTIONS

How do **readers** describe in depth the characters, themes, and settings of a story?

How do **writers** support their point of view with reasons and information?

MODULE GOALS

Readers will analyze the elements of stories: characters, setting, problem, events leading up to solution, and theme.

Writers will use narrative elements to write a story that is real or imagined.

EXPLORE CONTENT **Learners** will explore content to understand how creativity, cooperation, and innovation can make a difference in people's lives.

“One starts with the end — the desired results (goals or standards) — and then derives the curriculum from the evidence of learning (performances) called for by the standard and the teaching needed to equip students to perform.”

Wiggins and McTighe, *Understanding by Design*

Text Set

ANCHOR TEXT



Lunch Money
Lexile 840L
Literary Text

SUPPORTING TEXTS



Max Malone Makes a Million
Lexile 810L
Literary Text



Coyote School News
Lexile 730L
Literary Text

SLEUTH



"Jesse's Perfect Score"
"Team 'Sports'"



PERFORMANCE-BASED WRITING ASSESSMENT

INNOVATIVE SOLUTION SHORT STORY

In both *Lunch Money* and *Coyote School News*, the characters have to work together to come up with creative solutions. Students will write narratives (short stories) about a character who has a problem or a challenge and solves it with an innovative solution (real or imagined). Students will use effective technique, descriptive details, and clear event sequences to develop the narrative.

TARGET STANDARD



Common Core State Standard W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

The backward mapping of a **ReadyGEN** unit begins by identifying the target standard(s) for each module and developing a Performance-Based Writing Assessment to measure student mastery of the standard(s). Carefully chosen content-rich selections support text-based instruction that enables students to address the module goals. Using the texts as a springboard, students examine the elements of a genre and apply those elements as they complete the Performance-Based Writing Assessment.

"In **ReadyGEN** we think of reading and writing as two sides of the same literacy coin. We use reading to inform writing from the outset; the knowledge students gain from reading is the grist for their writing. And we use writing as a tool for enhancing their reading comprehension and learning from text; the more students write about what they have read, the better they learn and remember key ideas in the texts they read."

P. David Pearson, 2013

Vocabulary to Unlock Text

Generative vocabulary instruction makes visible to students critical features and functions of words and connections among words. This knowledge, then, supports students in generating meanings of unknown words in texts.

Generative Vocabulary

ReadyGEN provides systems for understanding how words work. Teach **generative vocabulary** as students dig deeply into complex texts. Focus on sets of rare Tier II and Tier III words that unlock meaning, build knowledge of critical content domains, and help students internalize word-learning strategies. Go to www.PearsonSchool.com/ReadyGEN to read more about generative vocabulary instruction in ReadyGEN.

BENCHMARK VOCABULARY Benchmark Vocabulary words are important for understanding concepts within a text. These are addressed during Focused Reading Instruction and can be defined as

- words needed to deeply comprehend a text.
- words from other disciplines.
- words that are part of a thematic, semantic, and/or morphological network.
- words central to unlocking the Enduring Understanding of the text.

BY-THE-WAY WORDS By-the-Way Words are sophisticated or unusual Tier II and Tier III words for known concepts that can be stumbling blocks to comprehending a text. They should be defined quickly during reading, but instruction should not interfere with the fluent reading of the text. These are addressed during Close Reading and can be defined as

- words that don't require lengthy discussion within a particular text.
- words supported by the text for meaning.
- words that are more concrete.

Generative Vocabulary in Speaking and Writing Students should demonstrate a deep understanding of vocabulary by using those words and words generated from them in conversation, writing practice, and the Performance-Based Assessments.

Additional Vocabulary Support

For Spanish cognates, see the *Scaffolded Strategies Handbook*.

Tier I vocabulary instruction is available in Pearson's *ReadyGEN Word Analysis Kit*.



“A critical group of words can be taught, but both the choice of words and the nature of instruction need to be generative, if students are to be prepared to unlock the meanings of the many rare words they will encounter in complex texts. **Generative** refers to the ability to apply knowledge of how words work when encountering new words.”

Elfrieda H. Hiebert and P. David Pearson, *Generative Vocabulary Instruction*

Creating Innovative Solutions

ANCHOR TEXT *Lunch Money*

Literary Text Use this chart as a starting point for your class to generate related words. There may be more words in each cluster than those listed here.

Benchmark Vocabulary	Possible Morphological Links	Possible Semantic Links	Narrative Links
amateur	amateurish	beginner	<i>Character</i>
profit	profitable	money, yields, fortune	<i>Big Ideas</i>
initiative	initiate	drive, leadership	<i>Big Ideas</i>
operation	operate, operative, operational	process, procedure	<i>Plot</i>
logically	logic, logical	reasonably	<i>Character</i>
bargain	bargaining, bargained	cheap	<i>Plot</i>
accusing	accusation	charging, alleging	<i>Character</i>
chaos	chaotic	disorder, confusion	<i>Setting</i>
illusion		mirage	<i>Plot</i>
activate	active, activation	start	<i>Actions or Movement</i>
irrational	rational	unreasonable	<i>Character</i>
production	produce	development, manufacture, make	<i>Actions or Movement</i>
imitation	imitate	copying	<i>Actions or Movement</i>
empire	emperor	kingdom	<i>Plot</i>
conceited	conceit	egotistical, arrogant	<i>Character</i>
contrast		difference	<i>Big Ideas</i>
contritely	contrite, contrition	remorsefully, apologetically	<i>Emotion</i>
efficient	efficiency, efficiently	competent, productive	<i>Character</i>
derailed		detoured, hindered	<i>Actions or Movement</i>
controversy	controversial	dispute, argument	<i>Plot</i>
agenda		plan, program	<i>Big Ideas</i>
pioneering	pioneer, pioneered	leading, starting	<i>Big Ideas</i>
confession	confess	revelation, secret	<i>Plot</i>
privilege		ability, right	<i>Plot</i>
negotiations	negotiate	agreement, arrangement, compromise	<i>Communication</i>

3

Creating Innovative Solutions

School News

starting point for your class to generate related words. cluster than those listed here.

Links	Possible Semantic Links	Narrative Links
	investigation, examination	<i>Plot</i>
on	advanced, elevated, moved	<i>Big Ideas</i>
	give, donate, participate	<i>Big Ideas</i>

By teaching words in clusters of ideas rather than in isolation, students learn many more words; one word carries with it all of its relatives. Knowledge of morphological links helps make students aware that words share a common root. Recognizing semantic links expands students' vocabulary as they learn synonyms or related concepts for words. Narrative and informational links help students understand the roles that words play in a particular story or article.

Benchmark Vocabulary Routine: Literary

Implementing for Success

Use the following suggestions as you introduce and guide students as they become familiar with the Benchmark Vocabulary Routine for Literary Text:

- Have students pronounce the word and then read the paragraph in

Tips and Tools

Context Clues

Help students learn to recognize different kinds

TEACHER RESOURCES • COMMON CORE ROUTINE



Benchmark Vocabulary Routine: Literary

COMMON CORE CONNECTIONS

RL.4.4; L.4.4, L.4.5, L.4.6

Rationale

In literary texts, students will likely encounter many new words that they have not read before or have never used in their oral language. The number of words in English is enormous, and all words cannot be taught. Therefore, it is imperative to help students understand strategies to address and comprehend new vocabulary in texts. Students need to have a solid foundation of sound-spelling knowledge and continue to develop an understanding of the complexities of affixes, inflected endings, root words, and multiple meanings as they pertain to individual words. Students must also understand how words function as part of a network of ideas. This generative approach to vocabulary instruction empowers students with the ability to apply knowledge of how words work when encountering unfamiliar words in complex texts.

In narratives, vocabulary may center on categories of words, such as motivations, traits, emotions, actions, movement, communication, and character names. The vocabulary in narratives may be unique to the text and are unlikely to appear frequently in other texts. For example, in *Operation Clean Sweep*, dialogue reads, "Next, I'll make a law against chickens running rampant around town." The word *rampant* is not likely a word fourth-grade students will encounter in many texts or use in conversations. Yet it helps readers visualize chickens running wildly around town once they understand the word. It is important to address these kinds of words so that students understand the text and the ways in which authors use rich words for known concepts. By making explicit connections among words, students also gain vocabulary awareness that allows them to tackle similar unique words in other literary texts.

When planning Benchmark Vocabulary lessons, consider that:

- teaching vocabulary words with lively routines develops vocabulary and stimulates an interest in and awareness of words that students can apply in their independent reading.
- rigorous vocabulary instruction helps students expand their oral vocabularies so that they truly "own" the new words and use them in their daily lives.

Tips and Tools

Context Clues

Give students practice using context clues to figure out the correct meaning of a word by using the following multiple-meaning word pairs in oral sentences: *game/game; long/long; rare/rare; stable/stable; tire/tire*.

TERMS TO KNOW

affix An *affix* is a word part, either a prefix or a suffix, that changes the function or meaning of a word root or stem. For example, *continue/discontinue; year/midyear; clock/clockwise; ship/shipper*.

inflectional ending An *inflectional ending* expresses a plural or possessive form of a noun, the tense of a verb, or the comparative or superlative form of an adjective or adverb. For example, *authors/authors'; study/studied; crazier/craziest; faster/fastest*.

multiple-meaning word A *multiple-meaning word* has more than one definition depending upon how it is used in a sentence. *Fair, press, and sole* are examples of multiple-meaning words.

root word A *root word* is a word that can't be broken into smaller words. For example, *aqua*, meaning *water*, is the root word of *aquifer, aquarium* and *aquatic*.

Go to www.PearsonSchool.com/ReadyGEN to read more about generative vocabulary instruction in ReadyGEN.

"Teachers create a learning environment through positive interpersonal interactions, efficient routines and procedures, clear and consistent standards of conduct, and a safe physical environment that supports the learning purposes."

Charlotte Danielson, *An Introduction to the Framework for Teaching*



nds of context clues. Sometimes a
example from Louise Erdrich's *The*
ake an offering to the spirits, or
s a clue to the meaning of the word
et in height."

ord, encourage students to think
family to which it belongs, and/
You may find a Web A or Web B
d webs.

The Benchmark Vocabulary Routines for Literary and Informational Texts found in the back of each Teacher's Guide are key to vocabulary instruction. The Vocabulary Routines provide a structured approach to help students acquire strategies to apply during independent reading. Graphic organizers, also in the back of the Teacher's Guide, help students visualize relationships between and among words and concepts.



Vocabulary Routine: Literary

THE ROUTINE

Benchmark Vocabulary Routine for Literary Text to students. We read narrative text, we will read words that we have before. The text around these unknown words may and them. Sometimes we need to look more closely at sometimes we need to look in a dictionary to find the or in a thesaurus to find similar words. Let's look at

the sentence or passage containing the word. Break the . Have students pronounce the word, identify the part any affixes, and share context clues about its meaning . This brings students back into the text.

Unit 4 • Benchmark Vocabulary Routine: Literary TR39

Look up the word in a dictionary and read the definition. Understand the meaning as it is used in the text to ensure . Here's an example: *Rampant* can be defined as "showing no signs of being under control." This word helps readers visualize what it must be like to have chickens running wildly around town.

- 4 Use the word in other ways, for example, *After the controversial election, protesters ran rampant through the streets.* Then discuss the word in more depth. For example, Why do you think the author chose *rampant* to suggest how the chickens were running around town?
- 5 Have students look up the word in a thesaurus, and compare the word to its synonyms. Discuss shades of meaning. Then talk about which synonyms work best in the context of the narrative and why. *How is uncontrolled different from rampant? How is unrestrained different from rampant?*
- 6 Have students use the word in a quick one-minute writing or conversation with a partner. This develops their proficiency in using the word in a new way.
- 7 Guide students to carefully consider word choice and nuances in word meanings as they use this new vocabulary to write in response to literary text.

Going Deeper

You may choose to do these additional activities once students are familiar with the Benchmark Vocabulary Routine for Literary Text.

- Have students create a Four-Square Map of the word. In one square, they define the word. In another square, they draw a picture of the word to hint at its meaning. Finally, they fill the last two squares with examples and non-examples of ways to use the word.
- Have students keep a vocabulary notebook. Here they can list words that they find interesting and that they may want to use in conversations or in their writing.
- Have students keep a list of figurative phrases in their vocabulary notebooks. Discuss similes, metaphors, and personification, and have students record examples of each.
- Have students add words they encounter to the classroom word wall.

Tips and Tools

Word Wall

Effective classroom word walls for literary texts are ongoing and organized around categories of words, such as motivations, traits, emotions, actions, movement, communication, and character names. As you add to the word wall, consider adding subcategories of words. For example, words that denote emotion could be further categorized as happy words, sad words, fear words, and so on. Involve students in organizing the word wall to engender rich oral vocabulary development.

TERMS TO KNOW

metaphor A *metaphor* is a figure of speech in which a comparison is implied but not directly stated. For example, "the fog was a blanket covering our car as we drove."

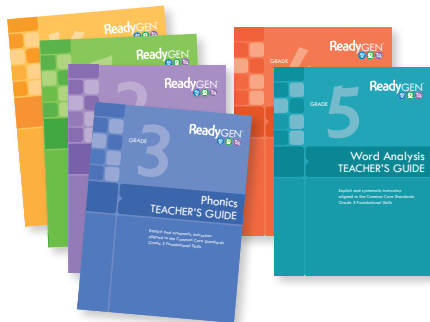
personification *Personification* is a figure of speech in which animals, things, or ideas take on human qualities. For example, "the trees wore cloaks of winter white."

simile A *simile* is a figure of speech in which a comparison of two unlike things is directly stated, usually using the words *like* or *as*. For example, "the water sparkled like diamonds."

UNIT 4 • MODULE A Planner

ReadyGEN provides a suggested time span for daily lessons, with the understanding that instructional focus will vary from grade to grade. Teachers will want to adjust the time spent on each segment to meet the needs of all students in their classrooms.

In addition to the Lesson Plan, time allotted for instruction in foundational skills is necessary for reading success. Pearson's *ReadyGEN Phonics Kits (K–3)* and *Word Analysis Kits (4–5)* provide explicit and systematic instruction of all grade-level foundational skills.



Suggested Common Core Lesson Plan

READING 30–40 minutes

- Explore the Text
- Close Reading
- Focused Reading Instruction
- Independent Reading Practice
- Reading Wrap-Up

SMALL GROUP 30–40 minutes

- Strategic Support
- Extensions
- *Scaffolded Strategies Handbook*

INDEPENDENT READING

- Daily

WRITING 30–40 minutes

- Narrative Writing
- Independent Writing Practice
- Writing Wrap-Up

LESSON 1

Teacher's Guide, pp. 12–21

READ Trade Book Chapters 1–3, pp. 1–24
Lunch Money

READING FOCUS Readers understand the elements of narrative texts and how to use them to determine the theme of the story.

WRITING FOCUS Write the beginning of a story by establishing a situation.

LESSON 2

Teacher's Guide, pp. 22–31

READ Trade Book Chapters 4–6, pp. 25–56
Lunch Money

READING FOCUS Writers understand that they can draw evidence from literary texts to analyze, research, and reflect.

WRITING FOCUS Introduce a narrator and at least one other character.

LESSON 6

Teacher's Guide, pp. 62–71

READ Trade Book Chapters 15–16, pp. 139–163
Lunch Money

READING FOCUS Readers understand the elements of narrative texts and how to use them to determine the theme of the story.

WRITING FOCUS Write a narrative using descriptive details to convey the thoughts and actions of two or more characters.

LESSON 7

Teacher's Guide, pp. 72–81

READ Trade Book Chapters 17–19, pp. 164–182
Lunch Money

READING FOCUS Learners understand that collaboration often leads to creative solutions.

WRITING FOCUS Use sequence to write about a personal experience that involved making a big decision.

LESSON 11

Teacher's Guide, pp. 112–121

READ Text Collection Chapter 2, pp. 81–87
Max Malone Makes a Million

READING FOCUS Writers understand that they can draw evidence from literary texts to analyze, research, and reflect.

WRITING FOCUS Write a conclusion that logically follows events from the text.

LESSON 12

Teacher's Guide, pp. 122–131

READ Text Collection Chapter 3, pp. 88–93
Max Malone Makes a Million

READING FOCUS Learners understand that collaboration often leads to creative solutions.

WRITING FOCUS Research a solution to a problem, and write about people working together to find the solution.

LESSON 16

Teacher's Guide, pp. 162–171

COMPARE
• *Lunch Money*
• *Coyote School News*

READING Readers understand the elements of narrative texts and how to use them to determine the theme of the story.

WRITING FOCUS Revise to strengthen writing as needed.

LESSON 17

Teacher's Guide, pp. 172–181

COMPARE
• *Lunch Money*
• *Max Malone Makes a Million*
• *Coyote School News*

READING FOCUS Writers understand that they can draw evidence from literary texts to analyze, research, and reflect.

WRITING FOCUS Edit and proofread writing.

Creating Innovative Solutions

LESSON 3

Teacher's Guide, pp. 32–41

READ Trade Book Chapters 7–8, pp. 57–85
Lunch Money

READING FOCUS Readers understand the elements of narrative texts and how to use them to determine the theme of the story.

WRITING FOCUS Write dialogue between two or more characters who work together to come up with creative solutions to a problem.

LESSON 4

Teacher's Guide, pp. 42–51

READ Trade Book Chapters 9–11, pp. 86–109
Lunch Money

READING FOCUS Writers understand that they can draw evidence from literary texts to analyze, research, and reflect.

WRITING FOCUS Write a paragraph using concrete words and phrases in which a character describes the setting of a story.

LESSON 5

Teacher's Guide, pp. 52–61

READ Trade Book Chapters 12–14, pp. 110–138
Lunch Money

READING FOCUS Learners understand that collaboration often leads to creative solutions.

WRITING FOCUS Write about an experience of starting a business, drawing on facts, definitions, and details from research.

LESSON 8

Teacher's Guide, pp. 82–91

READ Trade Book Chapters 20–22, pp. 183–202
Lunch Money

READING FOCUS Writers understand the elements of narrative texts and how to use them to analyze, research, and reflect.

WRITING FOCUS Use sensory details to convey events precisely and to develop a theme.

LESSON 9

Teacher's Guide, pp. 92–101

READ Trade Book Chapters 23–24, pp. 203–222
Lunch Money

READING FOCUS Readers understand the elements of narrative texts and how to use them to determine the theme of the story.

WRITING FOCUS Write a sequel, focusing on dialogue to develop characters.

LESSON 10

Teacher's Guide, pp. 102–111

READ Text Collection Chapter 1, pp. 74–80
Max Malone Makes a Million

READING FOCUS Readers understand the elements of narrative texts and how to use them to determine the theme of the story.

WRITING FOCUS Use sensory details to convey events precisely in a first-person narrative.

LESSON 13

Teacher's Guide, pp. 132–141

COMPARE

- *Lunch Money*
- *Max Malone Makes a Million*

READING FOCUS Learners understand that collaboration often leads to creative solutions.

WRITING FOCUS Use a Sequence Chart to plan and prewrite a narrative.

LESSON 14

Teacher's Guide, pp. 142–151

READ Text Collection pp. 58–66
Coyote School News

READING FOCUS Writers understand that they can draw evidence from literary texts to analyze, research, and reflect.

WRITING FOCUS Draft a narrative, using transitional words and phrases to manage a sequence of events.

LESSON 15

Teacher's Guide, pp. 152–161

READ Text Collection pp. 67–73
Coyote School News

READING FOCUS Readers understand the elements of narrative texts and how to use them to determine the theme of the story.

WRITING FOCUS Write an effective conclusion that follows from the events developed in the plot.

LESSON 18

Teacher's Guide, pp. 182–191

COMPARE

- *Lunch Money*
- *Max Malone Makes a Million*
- *Coyote School News*

READING FOCUS Readers understand the elements of narrative texts and how to use them to determine the theme of the story.

WRITING FOCUS Publish and present writing.



PERFORMANCE-BASED ASSESSMENT

Teacher's Guide, pp. 192–199

TASK: INNOVATIVE SOLUTION SHORT STORY

In both *Lunch Money* and *Coyote School News*, the characters have to work together to come up with creative solutions. Students will write narratives (short stories) about a character who has a problem or a challenge and solves it with an innovative solution (real or imagined). Students will use effective technique, descriptive details, and clear event sequences to develop the narrative.

Foundational skill instruction is available in Pearson's *ReadyGEN Word Analysis Kit*.

7

The order in which the texts are presented and the length of time devoted to each text varies from module to module. Pacing depends on how the texts work individually and together to develop the concept. Pacing also varies according to the makeup of each classroom.

Each lesson's Independent Writing Practice works to lay the groundwork for successful completion of the Performance-Based Assessment, which may be administered over a number of lessons and days.

“Instructional planning includes a deep understanding of content and pedagogy and an understanding and appreciation of the students and what they bring to the educational encounter. But understanding the content is not sufficient; the content must be transformed through instructional design into sequences of activities and exercises that make it accessible to students.”

Charlotte Danielson, *An Introduction to the Framework for Teaching*

Independent Reading

Through independent reading, students practice and apply what they have learned in whole-group and small-group instruction.

Accountable Independent Reading is an important part of a student's day. Have students choose one of the suggested texts listed on the opposite page to read independently, or select a different text based on students' interests or your own observations of students' needs.

ACCOUNTABLE INDEPENDENT READING

Literary Text

Ask students questions such as the following to check accountability of their independent reading of literary text:

KEY IDEAS AND DETAILS

- Which examples of dialogue and description help you understand characters, settings, and events?
- Which details help you summarize the text?

CRAFT AND STRUCTURE

- Which elements of fiction genres help you explain the text?
- Which words and phrases does the author use to reveal character motivation?

INTEGRATION OF IDEAS

- What are the differences and similarities between the descriptions in the text and the illustrations?
- What themes and topics about collaboration and creative solutions do the texts have in common?

Informational Text

Ask students questions such as the following to check accountability of their independent reading of informational text:

KEY IDEAS AND DETAILS

- What is the main idea of the text? Which key details support the main idea?
- What specific information in the text helps you explain an event or concept?

CRAFT AND STRUCTURE

- What words and phrases can you use to describe the overall structure of the text?
- How can you describe the focus of the text and the information provided in it?

INTEGRATION OF IDEAS

- How does the visual connect to the text? What information does it provide that the text does not or cannot provide?
- What reasons and evidence does the author use to support ideas?

See the Independent Reading Routine on pp. TR22–TR25.

Routines are an integral part of the **ReadyGEN** instructional design, supporting teachers and students. They provide the framework around which teachers can flexibly respond to students' needs and through which students build expertise and confidence.

“Independent reading makes you smart, improves your vocabulary, enhances your background knowledge, and makes you interesting. It is essential part of any effective reading program.”

Sharon Vaughn, 2013

Text Club

Encourage students to form a Text Club and discuss the texts they've read in Independent Reading with classmates who have read the same texts. In order to have a successful discussion, have them follow these Text Club tips.

- Come to discussions prepared.
- Build on the ideas of other group members and express your own ideas clearly.
- Follow agreed-upon rules for discussions.
- Pose and respond to specific questions to clarify or follow up on information.
- Make comments that contribute to the discussion.
- Review key ideas and explain your own ideas and understanding in light of the discussion.
- Identify reasons and evidence a speaker provides to support his or her points.

See the Text Club Routine on pp. TR26–TR29.

SUGGESTED TEXTS The suggested texts listed below connect closely to the Enduring Understanding, *Readers understand the elements of narrative texts and how to use them to determine the theme of the story.* As you build your Text Club library, consider using the texts below.

Doggy Day Care

by A. J. Stern
Literary Text
Lexile 770L

Lawn Boy

by Gary Paulsen
Literary Text
Lexile 780L

One Hen: How One Small Loan Made a Big Difference

by Katie Smith Milway
Informational Text
Lexile 810L

Money, It's Our Job

by Gerry Bailey and Felicia Law
Informational Text
Lexile 1070L

Henry and the Paper Route

by Beverly Cleary
Literary Text
Lexile 820L

The Toothpaste Millionaire

by Jean Merrill
Literary Text
Lexile 820L

LEVELED TEXT LIBRARY For additional practice with leveled texts at students' independent reading levels, see the *ReadyGEN*™ Leveled Text Library.

9

A Text Club provides a format in which 4-6 students are part of a temporary reading community with their peers. A Text Club allows students to read and discuss texts from different genres.

Literature Circles enable students to use discussion and interaction to refine their understanding and better comprehend what they are reading. Meeting independently in small groups provides opportunities for students to become more engaged in conversation and make connections to their own experiences.

Brabham and Villaume, 2000; Ketch, 2005

Independent Reading Routine



COMMON CORE CONNECTIONS
RL.4.1, RL.4.2, RL.4.3, RL.4.10; RI.4.1, RI.4.2, RI.4.3, RI.4.10; RF.4.4

Rationale

Independent Reading is reading students do on their own. Most often, Independent Reading is done with self-selected texts at a student's independent reading level. Independent Reading provides practice in word recognition, decoding skills, vocabulary knowledge, fluency skills, and comprehension strategies. Students are able to practice these literacy skills with text that they can access with great accuracy.

Including Independent Reading as a part of the daily activities in your classroom is essential. Read Alouds and Shared Reading opportunities pave the way for students to take full control during Independent Reading. Students hear models of proficient readers in Read Aloud and Shared Reading experiences. They transfer understandings from these experiences to use independently in Independent Reading.

The Independent Reading Routine is an effective tool to use after students have experienced rich conversations about text in Read Aloud and Shared Reading experiences. The teacher's role during Independent Reading is to guide students in choosing appropriate texts in a variety of genres and assess that students understand what they read on their own.

Implementing for Success

Use the following suggestions as you introduce and guide students as they become familiar with the Independent Reading Routine:

- Set a time frame for the Independent Reading. It should be a daily routine with at least 20 minutes devoted to students reading independently.

Independent Reading Routine

THE ROUTINE

- 1 Introduce the Independent Reading Routine to students. For example, *Independent Reading is your time to choose the books you want to read. Keep in mind that it should be a book that allows you to practice some of the things we have talked about during our Read Aloud and Shared Reading time. The book should not be too easy or too hard.*
- 2 Have students find a comfortable place to read their books. Just as we like to read for pleasure in a comfortable place, students enjoy that too.
- 3 Provide students with a focus for the day's Independent Reading. For example, you might have students focus on how the text features give further information about the main topic.
- 4 Check in with students as they read independently. Ask probing questions to assess whether they are reading and understanding appropriately leveled books. Independent Reading is an opportunity for students to practice what they have learned in Read Aloud and Shared Reading experiences. It is not the time for students to work through significant challenges.
- 5 As you check in with individual students about their reading, ask open-ended questions that help you assess comprehension and give you insight into the reading strategies they use to overcome challenges they may face. Open-ended questions may include *How has the author painted a picture to help you visualize the setting or characters? What words help paint that picture?*
- 6 After Independent Reading time, have volunteers share how their reading connected to the focus you provided for Independent Reading that day. Have students reflect on their reading by writing briefly about what they learned from what they read. You might also have them write about the strategy that most helped them with their reading. Whatever the task, it is important for students to have time to reflect on their reading.

TR22 Unit 3 • Independent Reading Routine

g Routine TR23

TR24 Unit 3 • Independent Reading Routine

The Independent Reading and Text Club Routines are only two of an array of routines, found in the Teacher Resource section in the back of each Teacher's Guide.

"Students . . . apply their growing competence outside the company of their teacher by reading texts that match their independent reading ability. Over time, they engage in close reading of texts of their own choosing, as well as assigned texts that build their subject-area knowledge."

Timothy Shanahan, Douglas Fisher, and Nancy Frey,
"The Challenge of Challenging Text" *Educational Leadership*

Text Club Routine



COMMON CORE CONNECTIONS

RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.5, RL.4.6, RL.4.7, RL.4.9, RL.4.10; RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.6, RI.4.7, RI.4.8, RI.4.9, RI.4.10; SL.4.1, SL.4.2, SL.4.3, SL.4.6

Rationale

Text Clubs provide a format in which 4–6 students become part of a temporary reading community with their peers. Text Clubs allow students to read and discuss different genres. By reading and discussing multiple genres, students develop an understanding of genre structures and build their own genre preferences. As students participate in thoughtful conversations centered around one book title or one theme, they engage in critical and creative thinking. Students learn personal responsibility and develop learning habits by completing reading assignments, fulfilling group roles, and reflecting on their group participation.

As you prepare to implement Text Clubs:

- Consider the reading abilities and interests of students. You will want to gather a set of texts that allows for all readers to be successful at reading.
- Model thoughtful responses about texts through read alouds and shared text discussions. Students are more likely to succeed with and enjoy Text Clubs if they have had experience with meaningful text discussions.

TR26 Unit 4 • Text Club Routine

Implementing for Success

Use the following suggestions as you introduce Text Clubs:

- Have students preview texts during Independent Reading. Then have volunteers give brief summaries of the texts before students choose their Text Clubs.

Text Club Routine



THE ROUTINE

- 1 Introduce students to Text Clubs. Here is an example: *Text Clubs are your opportunity to choose a text to read or a theme to investigate with a small group. After you individually read the text, your group will discuss it. You might focus on the author's craft or what text features enhanced the reading. Every member will have a role to play that will help your Text Club group have meaningful discussions about the text.*
- 2 Introduce and model Text Club roles. Initially, give students the opportunity to practice each role. Eventually, students within each newly formed group should be responsible for deciding who will assume each role. Sample roles include:
 - **Discussion Leader:** leads the group discussion and keeps everyone on task
 - **Word Wizard:** selects and defines interesting or important vocabulary
 - **Connector:** points out text-to-text connections
 - **Summarizer:** writes and shares a short text or discussion summary
 - **Investigator:** finds and shares interesting information about the book, author, or topic with the group
- 3 Preview 6–9 texts students may read in Text Clubs. Include a variety of text levels, allowing all students to choose texts they will be successful reading. Then give students time to preview the texts and sign up for the one they want to read. This sign-up system forms the Text Clubs. Each group member should have their own copy of the text.
- 4 Students read the text on their own and prepare for Text Club meetings. For longer texts, help students set up a reading schedule. For example, read one chapter every two days. Text Clubs may last for a few days or a few weeks. Students will also have work to do before the meeting. For example, the Investigator may research questions that came up at prior meetings.
- 5 Students meet and discuss what they've read. Meet with each group to assess comprehension of the text. If need be, prompt discussions with questions, such as *In what ways does this text connect to world events of today?* or *How did the character change from the beginning of the book until the end?*
- 6 After club discussions, have students decide how they want to share the text with the class. For example, they may choose to share as Reader's Theater, create a factual brochure, or write a sequel to the text.
- 7 Debrief with each Text Club to assess how the group felt about their discussions. Have them rate the quality of their Text Club discussions with four stars being the best rating. Have students share the reasons for their ratings.

TR28 Unit 4 • Text Club Routine

“In small groups, we are smarter. In well-structured groups, we leverage each other’s thinking. We learn more not just because we all bring different pieces of the puzzle, but because through talk, we can actually make new and better meaning together.”

Stephanie Harvey and Harvey “Smokey” Daniels

Small Group Center Ideas

Suggested activities engage students in meaningful tasks while the teacher provides scaffolded instruction to other students. Teachers may also choose to use their own center ideas.

During Small Group instruction in *ReadyGEN*, students can use independent center activities to work on and complete while you work with individuals or groups. Ideas for some specific activities have been included here that can help students focus on both instruction and concepts.

Reading Center

ENDURING UNDERSTANDING FOCUS

Readers understand the elements of narrative texts and how to use them to determine the theme of the story.

CENTER TASKS

- Have students fill in a web graphic organizer with the character, plot, and setting of an independent reading book. Then in the center circle, have students identify the theme of the story, based on what they identified about the character, plot, and setting.
- Have students describe the character, setting, and plot of a favorite story to a partner. Have the partner infer the theme, based on this information. Have students switch roles.
- Provide a familiar independent reading book. After students read the book, have them select the theme from a list of possible choices.

Writing Center

ENDURING UNDERSTANDING FOCUS

Writers understand that they can draw evidence from literary texts to analyze, research, and reflect.

CENTER TASKS

- Have students write a short paragraph describing their favorite part of an independent reading book. Have students include one piece of evidence to support their opinion.
- Have students match an analysis of a familiar story to the evidence that supports it.
- Have students write a short review of a favorite book, analyzing the effectiveness of the ending. Remind students to include a sentence that includes evidence from the movie to support the analysis. Provide a list of words or phrases that students should choose from to include their evidence, such as “for example,” “therefore,” “for instance,” and “to illustrate.”

“The strategies that are part of learning to write—such as peer editing and author’s chair—also help kids learn to read. Because when I do a peer editing, I’m asking questions like, ‘Okay, what was it you really wanted to say?’; and now, ‘How well did you say it?’; and then, ‘How could I help you say it better?’ And these are exactly the kinds of questions we are trying to promote in critical reading: getting to the author, trying to understand the author’s intentions and motives.”

P. David Pearson, *The Voice*, 2002

Creating Innovative Solutions

Word Work Center

ENDURING UNDERSTANDING FOCUS

Readers understand the elements of narrative texts and how to use them to determine the theme of the story.

CENTER TASKS

- Provide four webs with each of the following words written in the center circle of a web: *character*, *setting*, *theme*, and *plot*. In the outside circles, have students write words related to each word.
- Have students play a game with a partner. Write these words on index cards: *character*, *setting*, *theme*, *plot*. Have one student say words similar to the word on the card (but not the word itself) while the other student guesses the word. Then have students switch roles.
- Have students make "theme" minibooks. Have students collect terms that help them understand the theme of a story, such as *characters*, *actions*, and *climax*. Have students write each word or phrase on a separate page and illustrate, if desired.

Research and Technology Center

ENDURING UNDERSTANDING FOCUS

Learners will explore content to understand that collaboration often leads to creative solutions.

CENTER TASKS

- Have pairs of students think of a new kind of technology they would like to invent. Have them research the best way to produce and market their new gadget and use a word processing program to show the steps they would take to introduce their invention to other people.
- Have students research famous partners who have worked well together, such as Orville and Wilbur Wright (or fictional characters). Have students use a word processing program to create a bulleted list of reasons why their collaboration was successful.
- Have students research things that are easier to do alone and things that are better to do with a collaborator. Have students create a T-Chart showing the results.

11

“The use of oral composition is good preparation for more formal written work. When students have a chance to make meaning by talking with a peer, they are more likely to have fodder for writing tasks. Group conversations can be useful for sharing information read individually by members of the group. In addition, the opportunity to retell reinforces the use of new vocabulary and concepts.”

Douglas Fisher and Nancy Frey, *Word Wise and Content Rich*, 2008

The first read of the text is a quick read for basic understanding.

The *Scaffolded Strategies Handbook* addresses the needs of struggling readers, English language learners, and accelerated learners. The Handbook provides a companion lesson for each anchor and supporting text selection to help students unlock the text. Teachers may choose to use activities in the *Scaffolded Strategies Handbook* to provide alternative or additional support.

LESSON 1

1

LESSON 1 OBJECTIVE

Refer to details and examples in a literary text.

READING OBJECTIVES

Define and use close-reading vocabulary words.

Refer to details and examples in a literary text.

See Text Complexity Rubrics on pp. TR66–TR75.

Read Anchor Text

Build Understanding

INTRODUCE Have students focus on the following Enduring Understanding as they read Chapters 1–3 of *Lunch Money* and work through the lesson: *Readers understand the elements of narrative texts and how to use them to determine the theme of the story.*

LESSON 1 FIRST READ Explore the Text

ENGAGE STUDENTS Introduce the book *Lunch Money*. Tell students that the title of a fictional story sometimes hints at what happens in the story and sometimes it tells about the theme of the story. Have students discuss what they think the story may be about based on the title. Remind students about the Essential Questions: *How do readers describe in depth the characters, themes, and settings of a story? How do writers support their point of view with reasons and information?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



READ ALOUD Chapters 1–3 As you introduce the text, use the **Read Aloud Routine** on pp. TR14–TR17 with students. Gradually, as students progress through the book, they can read silently on their own. In this first reading, students should be looking for a general understanding of what the text is mainly about. Following the reading, discuss the questions below.

- Which vivid details reveal what is important to Greg?
- What details make the reader want to know more about Greg's plans?
- What questions do you have?

Have students use p. 241 in their *Reader's and Writer's Journal* to record their responses to one of the questions above. Use students' written responses to monitor progress.

The *Reader's and Writer's Journal* provides students with additional opportunities for practice and application in reading and writing response, vocabulary and conventions, and reading and language analysis.

LESSON 1
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have students focus on key details in Chapters 1–3. Use the following questions to lead the discussion.

- **How does Greg take advantage of his brothers' feelings about doing their chores?** (He offers to do the chore for them as long as they will pay him.) **What do you learn about Greg based on this event?** (Possible response: He is willing to do work that other people do not want to do in order to make money. He works hard.) **Key Ideas and Details**
- **In the story, Greg and his friends had similar dreams. How is Greg different from his friends?** (Greg is already acting on his dreams. He is working to earn and save money so that his dream of becoming rich will really happen.) **What are some things Greg does to make money?** (He shovels snow. He returns bottles for the deposit. He lends his brothers money and charges a fee.) **Key Ideas and Details**
- **BY-THE-WAY WORDS** On page 12, what does Greg's father mean by "good" *investments*? (Possible response: A good investment is one in which a person uses his or her money to make more money and it works out well.) **How would this compare to "bad" investments?** (Possible response: A bad investment could mean that a person loses money. Or it could mean that it was a bad idea to begin with because the person should have known better than to make that investment.)
- **BY-THE-WAY WORDS** On page 22, why does the principal call Greg's *toys nuisance items*? (A nuisance is something annoying or unnecessary. The principal calls the toys nuisance items because he finds them annoying.)

WHOLE GROUP

During the second read of the text, students use information from the text to respond to questions that require using higher order thinking skills.

By-the-Way Words should be defined quickly during reading to enhance fluent reading and aid in comprehension.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

MULTIPLE-MEANING WORDS Help students understand the meanings of *old* and *new* as they are used on p. 20 to describe money and profits or investments. Explain that *old* and *new* are used to describe how long the person has had the item, not the actual quality of the item. Use the example of a hand-me-down to explain the difference in meaning. *The tennis racket is new to me, but it is really not a new racket.*

STRATEGIC SUPPORT

UNDERSTANDING ARGUMENTS Help students understand what Greg and his father are discussing when they talk about "investments" and putting money in the bank (p. 12). **What is Greg's argument against putting money in the bank?** (He won't get much money in interest. He could make more money selling lemonade.) **What is Greg's father's point?** (The money is safer in the bank because it cannot be lost or stolen.) Help students understand that Greg's father is trying to teach his son about protecting what he has earned and saved.

13

"What makes scaffolding so effective is that it enables a teacher to keep a task whole, while students learn to understand and manage the parts, and presents the learner with just the right challenge. Scaffolding integrates multiple aspects of a task into manageable chunks and permits students to see how they interrelate. In so doing, it helps students to cope with the complexity of tasks in an authentic manner. "

Kathleen F. Clark and Michael F. Graves, *Scaffolding students' comprehension of text*.
International Reading Association, 2004

The lesson continues with instruction focused on Benchmark Vocabulary and Text-Based Conversation. By engaging in Team Talk, or a discussion about the text, students deepen their conceptual understanding before demonstrating skill in analytical text-based writing.

READING OBJECTIVES

Determine the meaning of and use academic and domain-specific words in a story.

RL.4.4.L.8

Recognize and analyze narrative characteristics.

RL.4.10

BENCHMARK VOCABULARY

- amateur, p. 5
- profit, p. 20
- initiative, p. 22

Focused Reading Instruction

Benchmark Vocabulary

INTRODUCE Have students find and read aloud the sentences from the section of the text, *Lunch Money*, Chapters 1–3, with the words *amateur*, *profit*, and *initiative*.

TEACH Using the **Benchmark Vocabulary Routine for Literary Text** on pp. TR36–TR41, teach the meaning of *amateur*. Then use the information on pp. 2–5 as a guide to expand students' vocabulary through discussion of the words that are connected to *amateur*. Repeat for the words *profit* and *initiative*.

MONITOR PROGRESS Have students show contextual understanding of the Benchmark Vocabulary by using the words in sentences on p. 244 in their *Reader's and Writer's Journal*. Use their responses to monitor students' vocabulary development.



Text-Based Conversation

COLLABORATE Use the **Whole Class Discussion Routine** on pp. TR6–TR9 to have students discuss the relationship between Greg and his brothers. Make sure that all class members participate in the discussion and locate evidence in the text to support their ideas.

Before beginning the class discussion, you may wish to provide a model Think Aloud: *This story is really all about Greg. However, the plot does tell some things that happen between Greg and his brothers. I can use this to think about how Greg and his brothers get along.*

Draw the class discussion to a close by having volunteers summarize the main ideas of the discussion.

Team Talk

STATE AND SUPPORT AN OPINION Use the **Think-Pair-Share Routine** on pp. TR2–TR5 to have students discuss their opinion about the following question: *Do you think Greg's mother was right to be concerned about Greg's fascination with money? Why or why not?* (Possible response: Yes, because Greg seems obsessed with becoming rich.)

“Writers often talk in order to rehearse the language and content that will go into what they write, and conversation often provides an impetus or occasion for writing. They sometimes confer with teachers and other writers about what to do next, how to improve their drafts, or in order to clarify their ideas and purposes.”

Reading Analysis

GENRE Remind students that the elements of fiction include characters, or the people the story is about, and plot, or the events surrounding a problem or conflict that the author creates to develop the story. Setting refers to when and where the story takes place. Explain that authors may choose to write a chapter that describes only the setting or only one character. These kinds of chapters serve to provide background.

Point out that Chapters 1–3 are about the main character, Greg. Have students complete a T-Chart showing what they learn about Greg in Chapter 1. Have students write specific events or details in column 1. Then have them write what they learn about Greg from that event or detail in column 2. You may wish to model answering a question and writing in the T-Chart.

CITE TEXT EVIDENCE Focus on Chapter 1.

- What did Greg do when his brothers complained about their chores?
- What do you learn about Greg from the things he did as a preschooler?
- Why didn't Greg put all of his money in the bank?

WHOLE GROUP

Students cite text evidence to help build their knowledge of the concept.

Graphic organizers help students organize their thinking and aid their comprehension. See the Teacher Resources section in the back of the *ReadyGEN Teacher's Guide* for a variety of reproducible graphic organizers.

Independent Reading Practice

READING ANALYSIS: GENRE Have students focus on Chapter 2 and work independently to complete a T-Chart showing what they learn about Greg from the events and details in the chapter.

WRITING IN RESPONSE TO READING Have students turn to p. 245 in their *Reader's and Writer's Journal* and read the prompt. Have students write their responses on a separate sheet of paper.



ACCOUNTABLE INDEPENDENT READING As students read texts independently, remind them that details in the narrative elements can help them figure out a theme that the author develops. Use the **Independent Reading Routine** on pp. TR22–TR25.

INDEPENDENT

Independent Reading Practice offers students an opportunity to practice and apply what they have learned in their whole-group Focused Reading Instruction.

Reading Wrap-Up

SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading. Ask volunteers to share their Writing in Response to Reading. Use the Reading Wrap-Up Routine on pp. TR42–TR45. Use the **Reading Wrap-Up Routine** on pp. TR42–TR45.

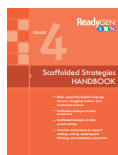
15

“The gradual release of responsibility model of instruction suggests that cognitive work should shift slowly and intentionally from teacher modeling, to joint responsibility between teachers and students, to independent practice and application by the learner.”

P. David Pearson and Margaret Gallagher

READING OBJECTIVE

Analyze the development of the main character in a narrative. **RL.4.10**



Scaffolded Instruction for Small Group

Strategic Support

MONITOR PROGRESS

If . . . students struggle to explain what they learn about the main character from the details and events,

then . . . use the Reading Analysis support below to help them complete the T-Chart.

If . . . students need extra support to understand the text,

then . . . use the Close Reading support below.

READING ANALYSIS

Have volunteers read aloud Chapter 2. Pause to ask guiding questions and have students write in their charts.

- Pause at the end of the second paragraph on p. 14. **Why does Greg usually bring his own lunch? What does this show about Greg's character?** (Possible response: He likes the food from home better and he likes to save money.)
- Pause at the end of the first paragraph on p. 15. **Why doesn't Greg have his lunch today? What does this show you?** (Possible responses: He forgot his lunch. He is just like any other kid.)

CLOSE READING

REVISIT Lunch Money Have students scan Chapter 3 to remind themselves of important details they read earlier. Then discuss the following questions with the group. Have students use text evidence to support their answers.

- **What was the first thing that Greg began selling at school?** (candy and gum) **Why is Greg selling things at school?** (When Greg needed lunch money, he saw that all of his classmates had extra quarters. He saw an opportunity to make money.)
- **How does Greg decide what to sell next?** (He remembers that most commercials are for candy and toys. Then he finds inexpensive toys to sell.) **How does Greg's mother feel about Greg's plan?** (She thinks he is too focused on making money.)

While you are working with small groups, other students can work on

- independent reading, pp. 8–9 and TR22–TR25.
- Text Clubs, pp. 8–9 and TR26–TR29.
- activities from Small Group Center Ideas, pp. 10–11.

The Common Core Standards require that all students interface with complex texts and tasks. **ReadyGEN** small-group instruction encourages students to revisit the complex texts they first encountered in whole group. With appropriate strategic supports and extensions, students more deeply access these texts within their groups. Strategic Support instruction aids struggling readers.

“The *how* of reading instruction includes many considerations, including...grouping. Grouping for reading is a fundamental issue in education, and is one of the few alterable features of education that can powerfully influence positively or negatively the levels of individual student engagement and hence academic progress.”

Sharon Vaughn

- How does Greg's new plan work out? (He makes money at first. Then the principal tells him that he cannot sell toys at school.)

Extensions

MONITOR PROGRESS

If . . . students understand how to identify details that tell about the main character,
then . . . use the Reading Analysis extension below.

READING ANALYSIS

Have students work independently to summarize how the author develops Greg's character in each of the first three chapters. Have students use a Three-Column Chart to summarize each chapter in a separate column. Have students use the summaries they write in their charts to discuss the following questions:

- How would you summarize Chapter 1? (Possible response: It focuses on Greg's early childhood. It shows how he has always been interested in money.)
- How does the author develop Greg's character in Chapter 2? How is it different from Chapter 1? (Chapter 2 focuses on one specific situation. Greg is now in fifth grade and he is still interested in making money.)
- Think about the things that Greg does in Chapter 3. Does the author show you anything new about Greg? What might the author want the reader to understand? (Possible responses: Greg is mostly acting the way he did when he was younger because he always worked to make money. The author might want the reader to see that Greg is growing up and has started thinking things through on his own. For example, he is not surprised when the principal tells him to stop selling toys. He knew that his business was "doomed from the start" because he knew that "toys and school are a bad mix.")

WORD ANALYSIS For systematic and explicit instruction in word analysis, use the *Grade 4 Word Analysis Teacher's Guide*, pp. 130–133.

LEVELED TEXT LIBRARY For additional practice with leveled texts at students' independent reading levels, see the *ReadyGEN™* Leveled Text Library.

17

Extensions instruction targets both on-level and accelerated readers to help them expand their understanding of complex text.

Taylor and her colleagues (Taylor, Pearson, Walpole, and Clark, 2000) studied low-income schools that “beat the odds” predicted by their demographics. They found that one of the characteristics that distinguished these schools from their low-performing counterparts is that teachers in the beat-the-odds schools allocated a much larger chunk of the reading period to small group instruction.

At the heart of **ReadyGEN** is reciprocity between reading and writing to promote student thinking and understanding through citation of text-based evidence. In fourth grade, students continue to analyze and synthesize sources, write to the sources, and defend claims through textual evidence.

The *Scaffolded Strategies Handbook* offers additional support specific to the three modes of writing articulated in the Common Core Standards.

WRITING OBJECTIVES

Analyze the way a writer establishes a situation. **CC.4.10**

Use the correct order when using more than one adjective. **CC.4.1.8**

Writing Narrative Writing

ESTABLISH A SITUATION

TEACH Explain to students that in narrative writing, the writer usually establishes a situation by describing a character, place, or event. As students analyze the text, have them consider the following questions:

- What is the setting?
- Who are the main characters? How do they act and react to events that take place in the story?
- What does the dialogue reveal about the characters?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

ANALYZE THE MODEL Provide the following examples to help students understand how the writer establishes a situation. Remind students that in *Lunch Money*, the writer devotes Chapters 1–3 to describing and developing the main character, Greg Kenton. Focus on the first paragraph on p. 1.

Greg Kenton had heaps of talent. He was good at baseball, and even better at soccer. . . . But as good as he was at all these things, Greg's greatest talent had always been money.

The writer introduces the main character and describes his most important qualities.

Then focus on the last paragraph on p. 17.

At that moment Greg's view of school changed completely and forever. . . . Because young Greg Kenton had decided that school would be an excellent place to make his fortune.

The writer describes an event that changes Greg's thinking about how and where to make money.

Finally, focus on the last full paragraph on p. 23.

So all he needed was something else he could sell at school, something that wouldn't upset the teachers or Mrs. Davenport. . . . Greg was convinced that his new product would be a hammer—the perfect hammer. He was going to crack the school wide open.

The writer introduces a problem or conflict that will center on events surrounding Greg selling something new at his school.

Point out the following to students: In the first paragraph, the writer establishes a situation—a smart, active boy has a talent for making money. Chapter 2 further develops Greg as a fifth-grader who realizes that other students have extra quarters to spend. Chapter 3 describes Greg's successful but short-lived business of selling candy and toys at school. The last sentence of Chapter 3 suggests a problem around which the plot will revolve.

CONVENTIONS Order Adjectives Within Sentences

TEACH AND MODEL Remind students that when a writer uses more than one adjective to describe something, there is a specific order to use. Display and discuss the following chart.

Adjective gives information about . . .	Examples
1. possessives	his, hers, my teacher's
2. personal observations	lovely, kind, gentle
3. size	big, small, huge
4. shape	round, rectangular
5. age	old, baby, childlike
6. color	purple, green, red
7. nationality	American
8. material	metal, glass

Display the following sentence from p. 2. Have students use the chart to understand why the writer used the adjectives in this order.

While he was still a skinny preschooler with curly brown hair, Greg had learned to keep his eyes and ears open.

The writer describes the shape and color of Greg's hair. Shape goes before color.

Display the following phrase from p. 6 and have students again use the chart to determine the reason the writer put the adjectives in this order.

. . . one of those huge aluminum flashlights with six batteries . . .

Size goes before material.

PRACTICE Prepare note cards with a single adjective on each one. Have partners mix up the note cards and take turns choosing two cards, making sure the cards are different types of adjectives (for example, size and possession). Students should then describe something using both adjectives in the correct order. Then have students complete the activity on p. 248 of their *Reader's and Writer's Journal*.



ReadyGEN teaches grammar as a set of tools to help writers communicate more effectively with readers. As students learn grammatical elements, they apply them in their writing.

“We don’t believe that writers are born. Instead, we believe that writers are created. They’re created when teachers nurture their development and provide focused instruction and feedback. In writing instruction we’ve found that a systematic approach, rather than a rigid, lock-step approach, increases students’ performance in writing (and by extension, reading).”

Douglas Fisher and Nancy Frey, *Scaffolded Writing Instruction: Teaching With a Gradual Release Framework*, 2007

The Prepare to Write section offers teachers support in teaching the lesson-writing element or form, preparing students to complete the Independent Writing Practice on the following page.

WRITING OBJECTIVES

Plan a narrative in response to a prompt. W.4.5

Write the beginning of a story by establishing a situation. W.4.3.a

Use technology to produce and publish writing and to collaborate with others. W.4.6

Use the correct order when using more than one adjective. L.4.1.d

Narrative Writing

PREPARE TO WRITE

TEACH Explain to students that when they encounter a narrative prompt, they should analyze the prompt and develop a plan for their writing.

LIST NARRATIVE FEATURES Students should make a list of the main features of a narrative: character(s), setting, and plot. Students should look at the prompt to see if it gives specific instructions about any of these features. If so, they should write the instructions next to that feature and make sure to respond to them.

PLOT Students should brainstorm a basic outline for the story. This can be a simple timeline or sequence of events. If the prompt asks for the beginning of a story, students should outline the order of events for the story segment they are going to write.

CHARACTERS Students should decide who the characters will be and what they will be like. Tell students to jot down some notes for each character. Students should also think about how the characters will react to one another.

SETTING Students should decide where and when the story will take place.

Tell students that once they have chosen the plot, characters, and setting, they are now ready to respond to the writing prompt.

Independent Writing Practice

LIST NARRATIVE FEATURES Tell students to keep in mind that a narrative tells a story. Narratives have characters, a setting, and a plot.

DEVELOP THE PLOT Have students create a basic outline of what will happen in the story from beginning to end.

DEVELOP THE CHARACTERS Have students brainstorm details about how the characters will be involved in the events.

DEVELOP THE SETTING Students should decide where and when the story takes place so that they can clearly identify this for their readers.

WRITE Have students write the beginning of a story in which there is a problem that needs to be solved. Students should establish the situation by describing the characters or setting or introducing the problem. Have students write their narratives in their *Reader's and Writer's Journal*, p. 249.



APPLY Have students check to make sure they have listed adjectives in the correct order.


USE TECHNOLOGY If available, have students use computers or electronic tablets to draft their paragraphs. If they have access to a printer, have them print out their paragraphs and share them with a classmate.

INDEPENDENT

WHOLE GROUP

Independent Writing Practice activities prepare students for the module-level Performance-Based Assessment. Teachers can use performance on these activities to inform and adjust instruction for students as necessary.

Writing Wrap-Up

 Ask volunteers to share their writing with the class. Ask the class to identify the situation that has been established and the details the writer used. Use the **Writing Wrap-Up Routine** on pp. TR46–TR49.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

ADJECTIVES Students may have difficulty determining which adjectives are used to describe "personal observations." Explain that these are adjectives that are subjective. One person may think the painting is *lovely* and another may think it is *ugly*. All of the other categories are relatively concrete. In general, there would be little argument about whether these other adjectives are accurate. (For example, a ball is green or it isn't.)

STRATEGIC SUPPORT

NARRATIVE PROMPTS Sometimes students have difficulty responding to different types of prompts because they want to follow the same model each time. Help students respond to the prompt by guiding them to identify what they are being asked to do. Ask them to underline each instruction and then check off each as they complete it. Students should review their writing to make sure they have completed all parts of the prompt.

21

Scaffolded Instruction

Look here first for opportunities to open access for diverse student populations: English language learners, struggling readers, or accelerated learners.



OBJECTIVES

Establish a situation and introduce a narrator and/or characters. **W.4.3.a**

Organize an event sequence that unfolds naturally. **W.4.3.a**

Use dialogue and description effectively. **W.4.3.b**

Use transitional words and phrases to manage event sequences. **W.4.3.c**

Use concrete words and phrases and sensory details. **W.4.3.d**

Provide a logical conclusion. **W.4.3.e**

Performance-Based Assessment

TASK

INNOVATIVE SOLUTION SHORT STORY

In both *Lunch Money* and *Coyote School News*, the characters have to work together to come up with creative solutions.

Students will write narratives (short stories) about a character who has a problem or a challenge and solves it with an innovative solution (real or imagined). Students will use effective technique, descriptive details, and clear event sequences to develop the narrative. Students will:

- Orient the reader by establishing a situation and introducing a narrator and/or characters, and organize an event sequence that unfolds naturally.
- Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- Use a variety of transitional words and phrases to manage the sequence of events.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Provide a conclusion that follows from the narrated experiences or events.

See p. 196 for a reproducible page for student distribution.

TEACHER NOTE You may wish to administer this assessment over multiple lessons.

Performance-Based Assessments emphasize integration of reading, writing, and speaking and listening as students draw from the text sets to demonstrate their knowledge of core understandings.

Task Preparation

INTRODUCE Discuss the Essential Questions: *How do readers describe in depth the characters, themes, and settings of a story?* and *How do writers support their point of view with reasons and information?*

REVISIT THE TEXT Remind students that in *Lunch Money*, Greg and Maura find that if they work together, they can be successful, while in *Coyote School News*, the students work together to not only expand their writing skills, but also to let others know what they are doing at school.

Holding up a copy of *The Lost Unicorn*, Greg said, “Maura Shaw, she lives across the street from me, and she made this comic—I helped her. And now we both want to make more. I call them Chunky Comics. And we think kids will like them . . . because they’re fun to read. Kids could even collect them.”

Greg held up the book-club flyer, and noticed that his hand was shaking. “Every month at our school some of the teachers give kids an ad like this, mostly in language arts or reading class. There are all kinds of books in here, and on the back there’s an order form. And kids choose what they want, and then they bring money to school, and they buy the books. And kids really like it. So we want to do the same thing—sell our comic books to kids at school.”

Lunch Money, p. 195

All week we have been working on our first *Coyote News*. Natalia made up the name, and Joey drew the coyote. First we looked at some other newspapers: the *Arizona Daily Star*, *Western Livestock Journal*, and *Little Cowpuncher*. That one we liked best because all the stories and pictures were done by kids.

Coyote School News, p. 63



Tell students that when they think about writing their own narrative necessary for the Performance-Based Assessment, they will think about establishing a problem or situation for the main character and then creating a series of events that shows the character coming up with an innovative solution. They may want to begin with a Story Sequence Chart, which will help them organize the events of their stories.

193

“Performance assessments are common in high-achieving countries, which have long relied on open-ended items and tasks that require students to analyze, apply knowledge, and write extensively...These assessments emphasize students’ ability to frame and conduct inquiries, develop products, represent their learning orally and in writing, and reflect on quality, with the goal of self-evaluation and ongoing improvement of their work.”

Linda Darling-Hammond and Frank Adamson, *Beyond Basic Skills: The Role of Performance Assessment in Achieving 21st Century Standards of Learning*

Set-Up

ORGANIZATION

Have students think about a story they would like to write and what problem they would like the main character to have. Once they have thought about the problem, have them think about different and creative ways the character can solve it. Remind students that the idea is to be innovative with their solution.

MATERIALS

- notebooks or paper for planning and organizing
- pencils
- paper for narrative writing
- text: *Lunch Money*
- text: *Coyote School News*

BEST PRACTICES

- Provide clear expectations.
- Organize seating according to what makes sense.
- Make sure students have what they need to begin.
- Encourage students to use a graphic organizer to organize the events in their story.
- Remind students that as they fill in the graphic organizer, they will want to note what the problem is and the steps the character takes to solve it. Note that the “events” in the graphic organizer will consist of the steps in solving the problem.

“If we acknowledge that ‘assessment must serve students’ (Farr, 1991, p. 95), then we must also begin to actively involve children in the assessment processes that typically occur in classrooms. Working with students to determine their self-perceived strengths and needs engages students in the assessment process while offering teachers new insights on children’s thinking and growth.”

Patricia A. Edwards, Jennifer D. Turner, and Kouider Mokhtari, *Balancing the Assessment of Learning and for Learning in Support of Student Literacy Achievement*, The Reading Teacher, 2008

Scaffolded Support

In order for all students to access the Assessment, additional supports can be provided as necessary.

CHECKLIST Provide a checklist that details student expectations for this project. It can give points to each section so the student is clear about what is being assessed.

WRITING TASKS Writing tasks can be previewed and broken down into smaller steps for clarity.

EDITING TASKS Editing tasks can be implemented after students complete drafts of their narratives.

GRAPHIC ORGANIZERS Students can use the Story Sequence Chart to organize their thinking about the sequence of events in their narratives.

Story Sequence B

Title	
Characters	Setting
↓	
Events 1. First	
↓	
2. Next	
↓	
3. Then	
↓	
4. Last	

p. TR56

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

Consistent with the **ReadyGEN** approach to instruction, scaffolding is an integral part of the performance assessment process. Teachers should review the scaffolded support tools and match the tools to their students' needs.

Performance-Based Assessment
Grade 4 • Unit 4 • Module A

TASK

Innovative Solution Short Story

In both *Lunch Money* and *Coyote School News*, the characters have to work together to come up with creative solutions. You will write a narrative (a short story) about a character who has a problem or a challenge and solves it with an innovative solution (real or imagined). You will use effective technique, descriptive details, and clear event sequences to develop the narrative.

Remember to:

- Orient the reader by establishing a situation and introducing a narrator and/or characters, and an event sequence that unfolds naturally.
- Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- Use a variety of transitional words and phrases to manage the sequence of events.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Provide a conclusion that follows from the narrated experiences or events.

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The Task is a reproducible page that describes the activity in student-friendly language. The rubric is also reproducible for use as teachers deem appropriate. Additional Performance-Based Assessment pages offer guidance to students for presenting their completed work and provide suggestions to ensure their success moving forward.

Narrative Writing Rubric

Score	Focus	Organization	Development	Language and Vocabulary	Conventions
4	Problem or challenging situation is clearly established, and narrator and/or characters are fully introduced.	Sequence of events unfolds naturally; strong conclusion follows from events.	Narrative contains dialogue, vivid descriptions, and character experiences and responses.	Narrative contains a wide variety of transitional words and phrases to signal event order. Uses a variety of concrete words/phrases and sensory details.	Narrative contains correct grammar, usage, spelling, capitalization, and spelling.
3	Problem or challenging situation is established, and narrator and/or characters are introduced.	Sequence of events unfolds adequately; conclusion follows from events.	Narrative contains adequate dialogue and descriptions; could use more character experiences and responses.	Narrative contains transitional words and phrases to signal event order. Uses concrete words/phrases and sensory details.	Narrative contains a few errors but is completely understandable.
2	Problem or challenging situation is somewhat established, but narrator and/or characters need more introduction.	Events seem to occur separately; conclusion lacks clarity.	Narrative contains little dialogue, few descriptions, and little character development.	Narrative contains some transitional words and phrases to signal event order. Uses some concrete words/phrases and sensory details.	Narrative contains some errors in usage, grammar, punctuation, and/or spelling.
1	Establishment of the problem or challenging situation is weak; narrators and/or characters appear without introduction.	Sequence of events is hard to follow; conclusion seems lost.	Dialogue is not distinct from the rest of the narrative; few descriptions; characters are "flat."	Narrative does not contain enough transitional words to make event order clear. There are no concrete words/phrases or sensory details.	Narrative is difficult to follow because of frequent errors.
0	Possible characteristics that would warrant a 0: • no response is given • student does not demonstrate adequate command of narrative writing traits • response is unintelligible, illegible, or off topic				

PERFORMANCE-BASED ASSESSMENT UNIT 4 • MODULE A

a 0, 1, or 2 on the rubric, with specific elements of organizers and other means as they complete other the school year.

blem and solution for their

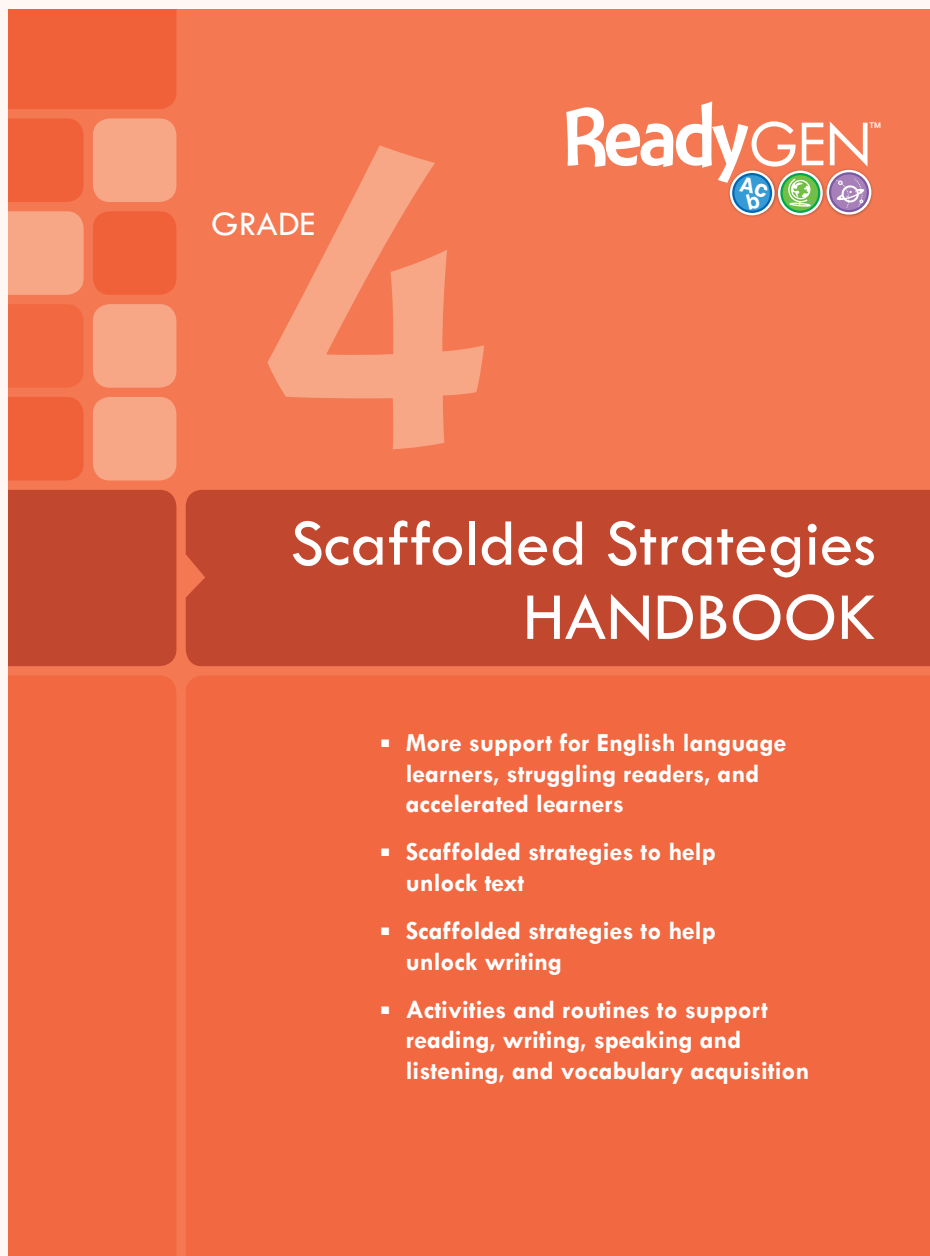
ples of problem and solution Pigs." Have students think of y solved it.

sequence of events, d index cards to write the the correct order.

/ details to describe events, rt that separates details into hart, noting experiences that and sound.

rong conclusion, stems that can help the

student complete the story, based on the problem and the innovative solution.



“Writing is a world changer. This is the most interesting, amazing opportunity to positively change the teaching of writing ever. Seize these days and make the most of them. Write with your students. Expose them to extraordinary writers whose writing will floor them. There is more great writing in the world that is more accessible to our students than ever before. From all over the world. It is the best time ever to teach writing, and the best time ever to learn how to write well.”

Pam Allyn, Pearson Research & Innovation Network,
“Top 10: Teaching Writing in the Common Core Era”

Table of Contents

Part 1 Unlock the Text

Unit 1 Becoming Researchers	4
MODULE A	
Cognate Chart	6
Anchor Text The Tarantula Scientist.....	8
Supporting Text The Boy Who Drew Birds	14
Supporting Text The Frog Scientist.....	20
MODULE B	
Cognate Chart	26
Anchor Text Skeletons Inside and Out.....	28
Supporting Text Movers and Shapers.....	34
Supporting Text The King of the Parking Lot.....	40
Unit 2 Interactions in Nature and Culture	46
MODULE A	
Cognate Chart	48
Anchor Text Hiawatha	50
Supporting Text How the Stars Fell into the Sky.....	56
Supporting Text Pecos Bill and John Henry	62
MODULE B	
Cognate Chart	68
Anchor Text The Birchbark House.....	70
Supporting Text Northwest Coast Peoples.....	76
Supporting Text Social Studies Explorer: The Midwest	82

ii Scaffolded Strategies Handbook

Table of Contents

Part 2 Unlock the Writing

Scaffolded Lessons for the Performance-Based Assessments

Unit 1, Module A: Informative/Explanatory	175
Unit 1, Module B: Informative/Explanatory	181
Unit 2, Module A: Narrative	187
Unit 2, Module B: Opinion	193

Part 3 Routines and Activities

Reading Routines

Quick Write and Share.....	258
Ask and Answer Questions.....	259
Three-Column Chart with Graphic Organizer	261
Venn Diagram with Graphic Organizer.....	263
Web with Graphic Organizer.....	265
Story Map with Graphic Organizer.....	267
Story Prediction with Graphic Organizer.....	269
Story Comparison with Graphic Organizer	271
KWLH with Graphic Organizer	273
Main Idea and Details with Graphic Organizer	275
Problem and Solution with Graphic Organizer	277
Cause and Effect with Graphic Organizer	279
Steps in a Process with Graphic Organizer.....	281
Sequence of Events with Graphic Organizer.....	283
Time Line with Graphic Organizer	285
Draw Conclusions with Graphic Organizer.....	287

The *Scaffolded Strategies Handbook* is divided into three parts: **Unlock the Text**, **Unlock the Writing**, and **Routines and Activities**. The Unlock the Text section provides a lesson for every anchor text and supporting text selection. The Unlock the Writing section provides a scaffolded writing lesson for each of the three modes of writing outlined by the Common Core Standards as well as lessons that guide students through the tasks necessary to successfully complete the Performance-Based Assessments. The Routines and Activities section is a teacher's toolbox of ideas and activities to support English language learners and struggling readers and writers.

Unlock the Text



QUALITATIVE MEASURES

Levels of Meaning	friendship; using ideas to create a business; use of analogy to explain themes
Structure	long chapter book; italics indicate character's thoughts
Language Conventionality and Clarity	domain-specific words related to money and business; descriptive language; compound and complex sentences
Knowledge Demands	starting a new enterprise; school staff roles; how to work with peers and authority figures to accomplish goals

Prepare to Read

LEVELS OF MEANING

Lunch Money tells the story of a money-loving boy who wants to create a comic book business in his school in order to make money. He must learn to work with peers and adults to accomplish his goals. The story also addresses the importance of money, working with peers and school administrations, and learning to be a good friend.

STRUCTURE

PREVIEW Have students preview the text, focusing on the title of the book, the chapter titles, and the illustrations. Ask: [Look at the cover.](#) [What do you think the book will be about?](#) (Possible response: money and homemade comic books) [Why do you think the writer chose to break the book into twenty-four chapters?](#) (Using chapters helps break a long

The lessons are divided into three parts: Prepare to Read, Interact with Text, and Express and Extend. Each of the three lesson parts addresses levels of meaning, structure, language conventionality and clarity, and knowledge demands. These four qualitative measures of text complexity provide keys for students to unlock the intricacies of a text and access deeper meanings.

MORE SUPPORT

ENGLISH LANGUAGE LEARNERS

To give students practice using the vocabulary words, have them work in groups to act out scenes using the vocabulary words. For example, a student could act out asking a bank teller, "What are your lending fees?"

134 Grade 4 • Unit 4 • Module A

STRUGGLING READERS

Students may not have much background with business or banking. Explain that stores are businesses where people go to buy things with money. Give students sentence frames to help them discuss money: One store I go to is _____. I go there with my family to buy _____.

MORE SUPPORT

ENGLISH LANGUAGE LEARNERS

If students are confused by certain uses of italics in the text, explain that italics are also used to indicate when words are being emphasized. On p. 114, italics are used for words spoken by characters. These words are meant to be stressed.

136 Grade 4 • Unit 4 • Module A

STRUGGLING READERS

As the class or students finish reading chapters, have them write or draw a sketch in a journal about what they just read. Tell them to include main events, how characters have changed, and any predictions they have. This will help students summarize the text.

story into smaller, more manageable parts.) *Why do you think the author included illustrations?* (to show what is being described in the text) *Why do you think most of the drawings are small?* (Possible response: The text gives more details than the drawings, so the author wants the reader to focus on the text.)

LANGUAGE CONVENTIONALITY AND CLARITY

PREVIEW VOCABULARY Use the Preview and Review Vocabulary Routine in Part 3 to assess what students know about the following words: *consumer*, *competitor*, *investment*, *profit*, *marketing*, *publishing*, *editor*, *designer*, and *print*.

DOMAIN-SPECIFIC VOCABULARY Use the Vocabulary Activities in Part 3 to teach critical, domain-specific vocabulary words, such as *accounting*, *deposit*, *lending fee*, *sales force*, *bind*, and *mass produce*.

COGNATES Use the list of Spanish cognates at the beginning of this module to guide your Spanish-speaking students as they read the text.

KNOWLEDGE DEMANDS

ACTIVATE BACKGROUND KNOWLEDGE Ask students to share what they know about starting a club or business at school. Use the Quick Write and Share Routine in Part 3 and ask: *What are some things that require special permission to do at school during the school day or after school?* How would you start a school club? Who do you think you would need to ask? How many people would be needed to run the club? What responsibilities would these people have?

Lunch Money 135

MORE SUPPORT

Lunch Money 137

MORE SUPPORT

The qualitative factors of text complexity for each selection in the *Scaffolded Strategies Handbook* offer students at all levels and backgrounds opportunities to read more closely and with greater understanding.

“There is only one way to acquire the language of literacy, and that is through literacy itself. Why? Because the only place students are likely to encounter these structures and patterns is in the materials they read. And that is possible only if the texts they read in school are written in such language. Complex texts provide school-age learners reliable access to this language, and interacting with such texts allows them to discover how academic language works.”

Lily Wong Fillmore,
*What Does Text Complexity Mean for
English Learners and Language
Minority Students?* 2012



Express and Extend

LEVELS OF MEANING

EXPRESS In the story, Mr. Z tries to show Greg that he cannot own an idea and expect nobody else to use it. He uses an analogy about ancient Sumerians to help illustrate his point. Reread the analogy on p. 82 with students and ask students to explain what would have happened if the Sumerians did not allow other people to use their idea.

EXTEND Have students write a letter to Mr. Z telling him whether they agree with what he said about people owning ideas. Have them include specific reasons as well as evidence from the text to support their opinions.

STRUCTURE

EXPRESS Assign two or three chapters to pairs of students. Using the book for text evidence, have partners come up with their own chapter titles that summarize the chapters. Write all of the suggested titles on the board and have the class vote on the best title for each chapter.

EXTEND Ask students to think about which chapter they enjoyed reading the most. Have students write two paragraphs that summarize the chapter and explain why this is their favorite part of the book.

The Express and Extend section allows students to react to text by discussing and writing about their ideas.

MORE SUPPORT

ENGLISH LANGUAGE LEARNERS

Provide students with sentence frames they can use to tell which chapter they liked the most: I liked chapter ____ the most because _____. I liked when _____. The best part of the story is _____. My favorite character is ____ because _____.

STRUGGLING READERS

To help determine whether students agree or disagree with Mr. Z, use the Express Opinions Routine in Part 3. When students communicate their opinions, ask whether they are the same as or different from Mr. Z's opinion.

LANGUAGE CONVENTIONALITY AND CLARITY

EXPRESS Talk about Sentences and Words

Display the following sentences from p. 196 of *Lunch Money*. Read them aloud with students, and point out the use of rich, detailed language used to create a detailed image of Maura in words.

From a file folder cradled in one arm, she took a slim stack of stapled pages and handed one packet to each committee member. She walked to the table, sat lightly on the front edge of the chair, spread some papers out in front of her, and said, "Good evening" into the microphone.

Ask: How did Maura hold the pages before she handed them out? (She held them in one arm.) What words give you more details about the way Maura conducts herself at the meeting? (*cradled, slim stack, walked, lightly on the front edge, spread*) How does the writer use commas in the second sentence? (to separate each of the actions that Maura takes) Why do you think the author wrote in this style, rather than using simple sentences? (to show a process that includes many actions)

TEAM TALK Have partners restate the ideas in these sentences using simple sentences. Ask students to discuss how simple sentences affect the impact of the text.

EXTEND Have pairs choose a paragraph from the story and rewrite it using only simple sentences. Then have them discuss which paragraph is more interesting to read and why.

KNOWLEDGE DEMANDS

EXPRESS Review the different steps that Greg and Maura take in order to get permission to sell comic books at school. Have small groups discuss what they learned about the process of getting something changed in a school or another organization.

EXTEND Have students write an essay explaining the importance of showing respect for authority, even when trying to get changes implemented. Tell students to cite examples from the story in their essays.

ACCELERATED LEARNERS

Have students write interview questions for a principal or school board member to find out the process your district has for starting a school club. If possible, have students conduct the interview and create a diagram that explains the different steps in the process and why each step exists.

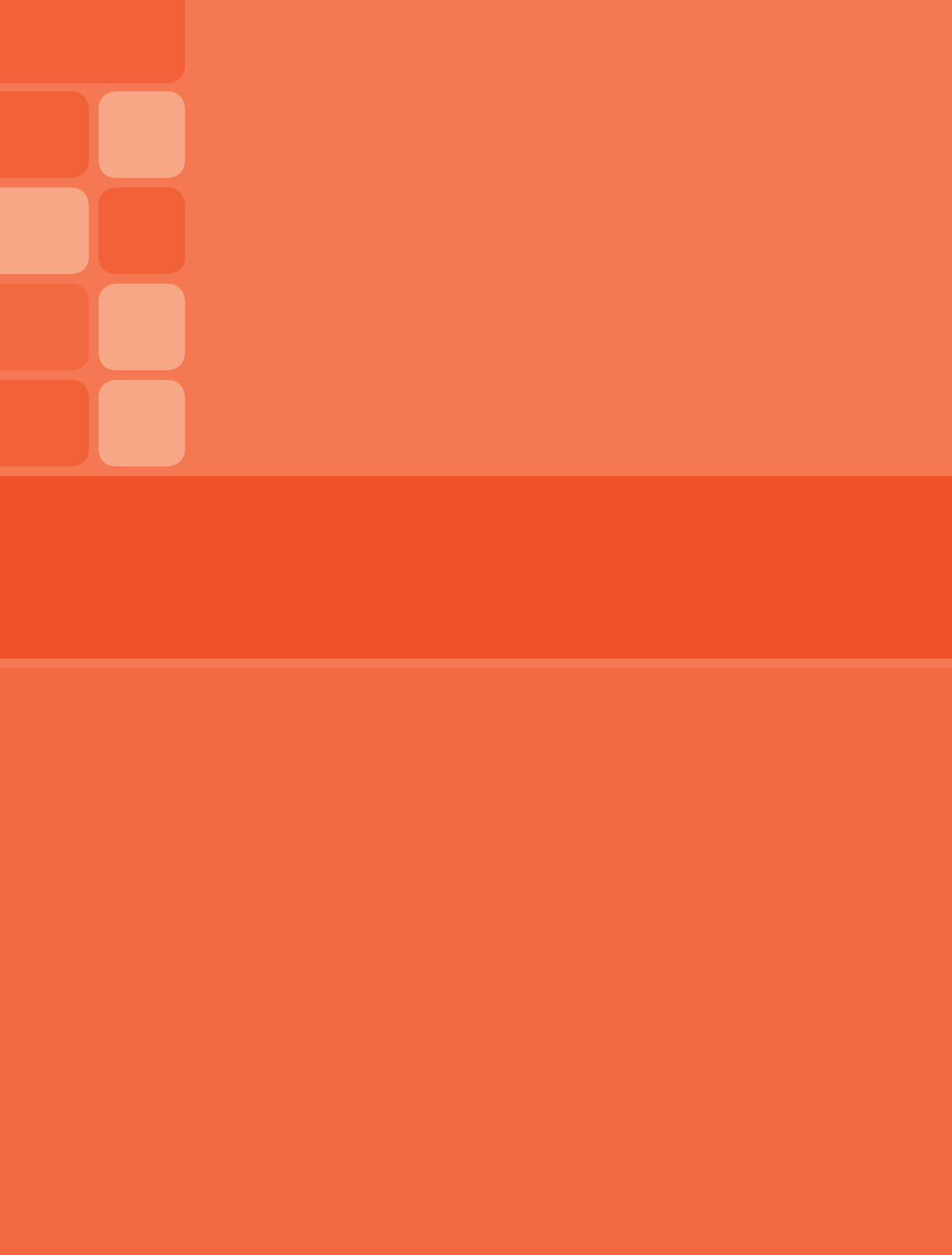
Lunch Money 139

MORE SUPPORT

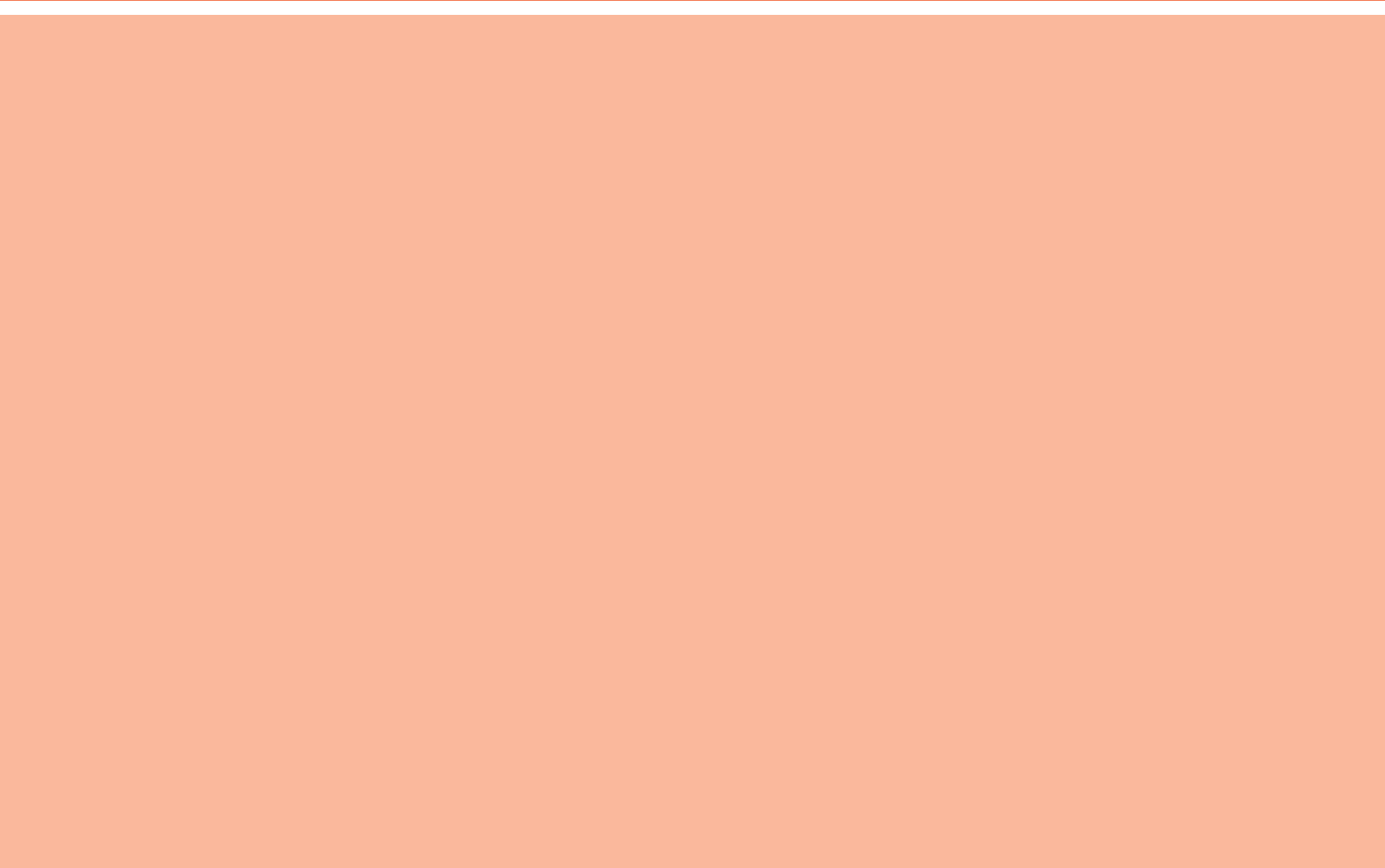
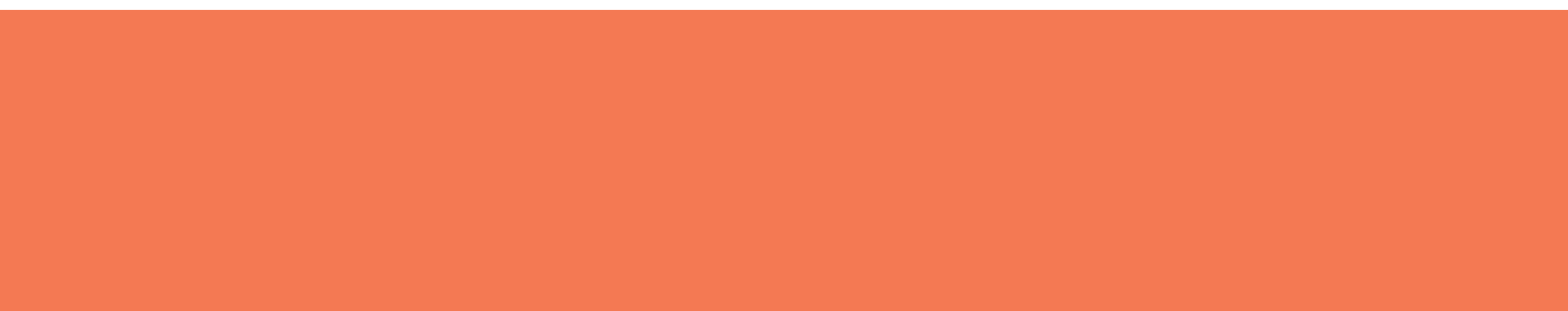
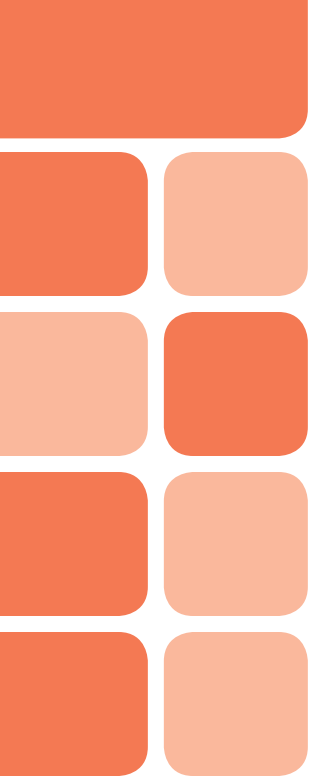
Activities to extend the lesson provide opportunities to engage and challenge all learners.

"There is more to be learned from challenging texts, but this means that there needs to be a lot more teaching with such texts. Instead of asking what book level to teach someone at, teachers should ask, 'If I place a student in a book this challenging, how much support will I need to provide to enable him/her to learn from this text?'"

Tim Shanahan, Shanahan on Literacy, February 5, 2013



Where are my standards
covered in *ReadyGEN*?



Scope and Sequence

Grade 4

STANDARDS	Unit 1 Mod A	Unit 1 Mod B	Unit 2 Mod A	Unit 2 Mod B	Unit 3 Mod A	Unit 3 Mod B	Unit 4 Mod A	Unit 4 Mod B
READING STANDARDS FOR LITERATURE								
RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.			●	●	●		●	
RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.			●	●	●		●	
RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).			●	●	●		●	
RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., <i>Herculean</i>).			●		●	●	●	
RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.			●		●	●	●	●
RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third person narrations.					●	●	●	
RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.							●	
RL.4.8 (Not applicable to literature)								
RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.			●	●	●		●	
RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.			●	●	●	●	●	
READING STANDARDS FOR INFORMATIONAL TEXT								
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	●	●		●	●	●		●
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	●	●		●		●		●

STANDARDS	Unit 1 Mod A	Unit 1 Mod B	Unit 2 Mod A	Unit 2 Mod B	Unit 3 Mod A	Unit 3 Mod B	Unit 4 Mod A	Unit 4 Mod B
READING STANDARDS FOR INFORMATIONAL TEXT <i>continued</i>								
RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	●	●		●	●	●		●
RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	●	●		●	●	●		●
RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	●	●		●	●	●		●
RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.						●		
RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	●	●		●	●	●		
RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	●	●						●
RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	●	●		●	●			●
RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	●	●		●	●	●		●
READING STANDARDS: FOUNDATIONAL SKILLS								
RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	★	★	★	★	★		★	★
RF.4.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	★	★	★	★	★	★	★	★
RF.4.4 Read with sufficient accuracy and fluency to support comprehension.	●	●	●	●	●	●	●	●
RF.4.4.a Read grade-level text with purpose and understanding.	●	●	●		●		●	
RF.4.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	●	●	●	●	●	●	●	●
RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.						●	●	

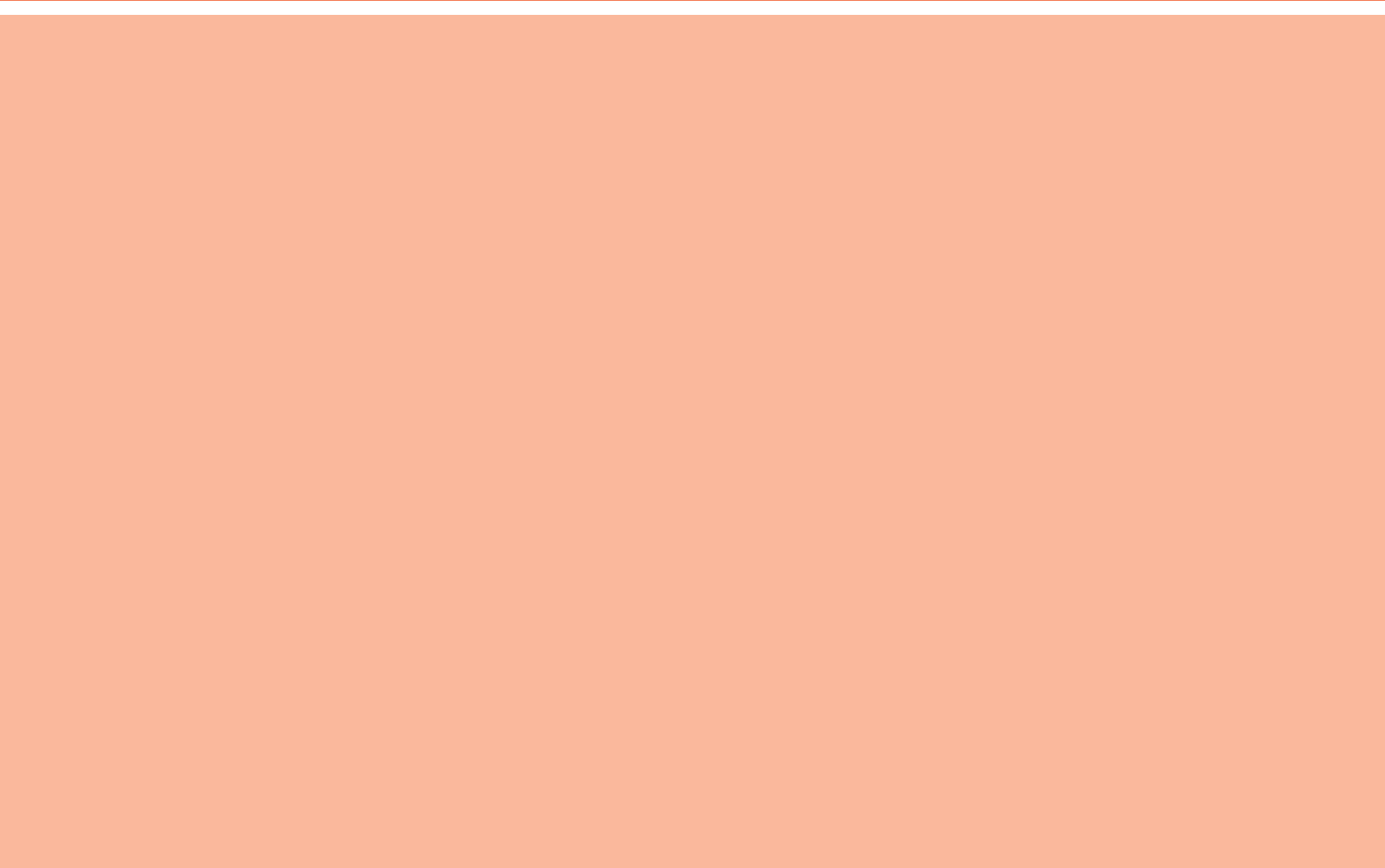
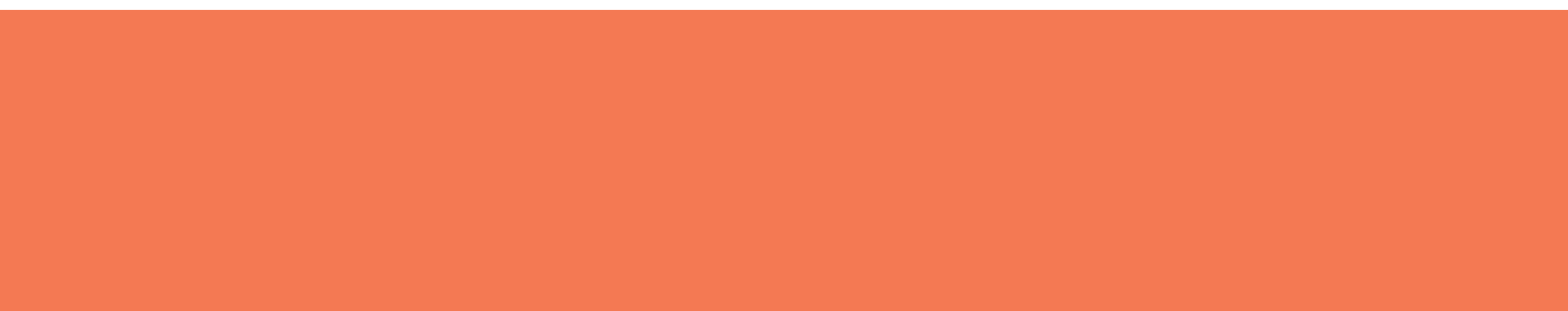
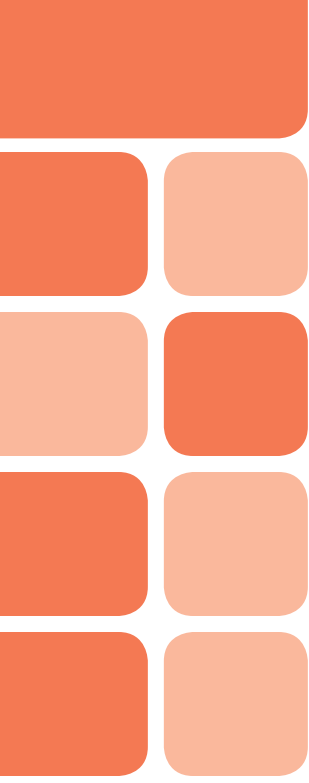
STANDARDS	Unit 1 Mod A	Unit 1 Mod B	Unit 2 Mod A	Unit 2 Mod B	Unit 3 Mod A	Unit 3 Mod B	Unit 4 Mod A	Unit 4 Mod B
WRITING STANDARDS								
W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.				●	●		●	●
W.4.1.a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.				●	●			●
W.4.1.b Provide reasons that are supported by facts and details.				●	●			●
W.4.1.c. Link opinion and reasons using words and phrases (e.g., <i>for instance</i> , <i>in order to</i> , <i>in addition</i>).				●	●			●
W.4.1.d Provide a concluding statement or section related to the opinion presented.				●	●			●
W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	●	●		●		●		●
W.4.2.a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	●	●				●		
W.4.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	●	●		●		●		●
W.4.2.c. Link ideas within categories of information using words and phrases (e.g., <i>another</i> , <i>for example</i> , <i>also</i> , <i>because</i>).	●	●				●		
W.4.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.	●	●				●		
W.4.2.e Provide a concluding statement or section related to the information or explanation presented.	●	●				●		
W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.			●				●	
W.4.3.a Orient the reader by establishing a situation introducing a narrator and/or characters; organize an event sequence that unfolds naturally.			●				●	
W.4.3.b Use dialogue and description to develop experiences and events or show the responses of characters to situations.			●				●	
W.4.3.c. Use a variety of transitional words and phrases to manage the sequence of events.			●				●	
W.4.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.			●				●	
W.4.3.e Provide a conclusion that follows from the narrated experiences or events.			●				●	

STANDARDS	Unit 1 Mod A	Unit 1 Mod B	Unit 2 Mod A	Unit 2 Mod B	Unit 3 Mod A	Unit 3 Mod B	Unit 4 Mod A	Unit 4 Mod B
WRITING STANDARDS <i>continued</i>								
W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	●	●	●	●	●	●	●	●
W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	●	●	●	●	●	●	●	●
W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	●	●	●	●	●	●	●	●
W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	●	●				●		●
W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	●	●				●		●
W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	●			●	●		●	●
W.4.9.a Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions]”).			●	●	●	●	●	
W.4.9.b Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).	●	●		●	●	●		●
W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	●	●	●	●	●	●	●	●
SPEAKING AND LISTENING STANDARDS								
SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.	●	●	●	●	●	●	●	●
SL.4.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.		●						●
SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles.	●	●	●	●	●	●	●	●

● = ReadyGEN Teacher’s Guide ★ = ReadyGEN PhonicsTeacher’s Guide

STANDARDS	Unit 1 Mod A	Unit 1 Mod B	Unit 2 Mod A	Unit 2 Mod B	Unit 3 Mod A	Unit 3 Mod B	Unit 4 Mod A	Unit 4 Mod B
SPEAKING AND LISTENING STANDARDS <i>continued</i>								
SL.4.1.c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	●	●	●	●	●	●	●	●
SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.		●	●	●	●	●	●	●
SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	●			●				
SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.				●				
SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	●	●	●	●	●	●	●	●
SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	●	●	●	●	●	●	●	●
SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.		●	●					●
LANGUAGE STANDARDS								
L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	●	●	●	●	●	●	●	●
L.4.1.a Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).	●		●		●	●	●	●
L.4.1.b Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.	●	●	●	●	●	●	●	●
L.4.1.c Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.	●	●			●	●	●	●
L.4.1.d Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag rather than a red small bag</i>).	●		●		●	●	●	●
L.4.1.e Form and use prepositional phrases.	●	●	●		●	●	●	●
L.4.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	●	●	●	●	●	●	●	
L.4.1.g Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).	●	●	●		●			
L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	●	●	●	●	●	●	●	●
L.4.2.a Use correct capitalization.	●	●	●	●	●			

STANDARDS	Unit 1 Mod A	Unit 1 Mod B	Unit 2 Mod A	Unit 2 Mod B	Unit 3 Mod A	Unit 3 Mod B	Unit 4 Mod A	Unit 4 Mod B
SPEAKING AND LISTENING STANDARDS <i>continued</i>								
L.4.2.b Use commas and quotation marks to mark direct speech and quotations from a text.	●	●	●	●	●	●	●	●
L.4.2.c Use a comma before a coordinating conjunction in a compound sentence.	●	●	●	●	●	●	●	●
L.4.2.d Spell grade-appropriate words correctly, consulting references as needed.				●		●	●	●
L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	●	●	●	●	●	●	●	●
L.4.3.a Choose words and phrases to convey ideas precisely.	●	●	●		●	●	●	
L.4.3.b Choose punctuation for effect.					●		●	
L.4.3.c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).		●	●					●
L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	●	●	●	●	●	●	●	●
L.4.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	●	●	●	●	●	●	●	●
L.4.4.b Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i> , <i>photograph</i> , <i>autograph</i>).					●	●		●
L.4.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	●	●	●	●	●	●	●	●
L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	●	●	●	●	●	●	●	●
L.4.5.a Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.	●	●	●		●		●	
L.4.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.	●	●	●	●	●	●	●	
L.4.5.c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).		●	●	●	●		●	●
L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i> , <i>whined</i> , <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation).	●	●	●	●	●	●	●	●





Unit Overviews

Vertical Standards Maps

Grade 4 Unit 1

Becoming Researchers

MODULE A

PBA Description

Task: Biographical Spotlight

Students will write a biography that clearly introduces the subject and develops a main idea about the subject with facts and concrete details. Students will clearly link ideas and use precise language and domain-specific vocabulary to document their subject's experiences. Students will organize material logically and provide an effective concluding statement.

Essential Questions

Readers: How does a reader consider point of view? **RI.4.2**

Writers: How does a writer use experiences, narration, and description to compel a reader? **W.4.2**

Anchor and Supporting Texts

Anchor Text (Trade Book): Informational Text
The Tarantula Scientist by Sy Montgomery and Nic Bishop 890L

Supporting Text (Trade Book): Informational Text
The Boy Who Drew Birds: A Story of John James Audubon by Jacqueline Davies 790L

Supporting Text (Text Collection): Informational Text
"Fragile Frogs" from *The Frog Scientist* by Pamela S. Turner 950L

Poetry
"Spider" by Shel Silverstein
"The Frog" by Hilaire Belloc
"Go Southward, Birds!" by Elizabeth Coatsworth

Goals

Readers will be able to identify and analyze the point of view, features, and text structure of narrative nonfiction texts. **RI.4.2**

Writers will be able to write a biography based on the experiences of a scientist. **W.4.2**

Learners will be able to discuss how researchers do their work.

Big Idea

Research

Enduring Understandings

Readers compare and contrast point of view to understand and appreciate the experiences and lives of others. **RI.4.2**

Writers use experiences and events to create and depict a lifelike experience. **W.4.2**

Researchers adopt specific habits as readers and writers and observers to watch and reflect upon the worlds they are studying.

Standards Coverage

Reading: Informational Text
RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.7, RI.4.9, RI.4.10

Reading: Foundational Skills
RF.4.4, RF.4.4.a, RF.4.4.b

Writing
W.4.2, W.4.2.a, W.4.2.b, W.4.2.c, W.4.2.d, W.4.2.e, W.4.4, W.4.5, W.4.6, W.4.7, W.4.8, W.4.9, W.4.9.b, W.4.10

Speaking and Listening
SL.4.1, SL.4.1.b, SL.4.1.c, SL.4.2, SL.4.4, SL.4.5

Language
L.4.1, L.4.1.a, L.4.1.b, L.4.1.d, L.4.1.e, L.4.1.f, L.4.1.g, L.4.2, L.4.2.a, L.4.2.b, L.4.2.c, L.4.3, L.4.3.a, L.4.4, L.4.4.a, L.4.4.c, L.4.5, L.4.5.a, L.4.5.b, L.4.6

Becoming Researchers

MODULE B

PBA Description

Task: Infographic
Students will select an animal of their choice and conduct a short investigative project on it. Students will write a short introductory paragraph about the chosen animal, create an infographic that indicates key features of the animal, and write a brief conclusion about the key features.

Essential Questions

Readers: How do readers summarize ideas by using both text and supporting visuals for clues? **RI.4.7**
Writers: How do writers research and share ideas from informational texts? **W.4.7**

Anchor and Supporting Texts

Anchor Text (Trade Book): Informational Text
Skeletons Inside and Out by Claire Daniel 740L
Supporting Text (Text Collection): Informational Text
Movers and Shapers by Dr. Patricia Macnair 915L
Supporting Text (Text Collection): Informational Text
“King of the Parking Lot” by Gaby Triana 920L
Poetry
“The Jellyfish and The Clam” by Jeff Moss
“To the Skeleton of a Dinosaur in the Museum”
by Lilian Moore
“Skeletons” by Valerie Worth

Standards Coverage

Reading: Informational Text
RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.7, RI.4.9, RI.4.10
Reading: Foundational Skills
RF.4.4, RF.4.4.a, RF.4.4.b
Writing
W.4.2, W.4.2.a, W.4.2.b, W.4.2.c., W.4.2.d, W.4.2.e, W.4.4, W.4.5, W.4.6, W.4.7, W.4.8, W.4.9, W.4.9.b, W.4.10
Speaking and Listening
SL.4.1, SL.4.1.a, SL.4.1.b, SL.4.1.c., SL.4.1.d, SL.4.2, SL.4.3, SL.4.4, SL.4.5, SL.4.6
Language
L.4.1, L.4.1.b, L.4.1.c, L.4.1.e, L.4.1.f, L.4.1.g, L.4.2, L.4.2.a, L.4.2.b, L.4.2.c, L.4.2.d, L.4.3, L.4.3.a, L.4.3.c, L.4.4, L.4.4.a, L.4.4.c, L.4.5, L.4.5.a, L.4.5.c, L.4.6

Goals

Readers will be able to compare, gather, and synthesize ideas from multiple sources in informational texts. **RI.4.7**
Writers will be able to compose research based on questions about informational reading. **W.4.2**
Learners will be able to write using evidence to support main ideas.

Big Idea

Research

Enduring Understandings

Readers use information presented in different ways and from different sources to demonstrate understanding of a topic. **RI.4.7**
Writers use organizational structures, specific word choice, and evidence when explaining a topic. **W.4.2**
Researchers use multiple sources to consider evidence and build an idea.

Grade 4 Unit 2

Interactions in Nature and Culture

MODULE A

PBA Description

Task: Writing a Legend
Students will write a narrative legend that reflects the qualities of the genre, including elements of truth, culture, bigger-than-life characters and resolution of a problem that challenges ways of life, using real or imagined experiences or events from history. Students will develop theme, technique, and text structure to create an engaging example of a legend for their peers.

Essential Questions

Readers: How does a reader identify themes? **RL.4.2**
Writers: How does a writer develop and organize writing that matches purpose and audience? How does a writer use internal and external dialogue to develop the theme of the story? **W.4.3**

Anchor and Supporting Texts

Anchor Text (Trade Book): Literary Text
Hiawatha by Henry Wadsworth Longfellow NP
Supporting Text (Text Collection): Literary Text
“How the Stars Fell into the Skies” by Jerrie Oughton 780L
Supporting Text (Text Collection): Literary Text
“Pecos Bill” and “John Henry” by Mary Pope Osborne 770L
Poetry
“John Henry” (traditional American folk song)
“Back to Nature” by Marilyn Singer
“Legends” by Avis Hardley

Goals

Readers will determine themes in poems and dramas. **RL.4.2**
Writers will write clearly and coherently, using dialogue and sensory language to enhance theme. **W.4.3**
Learners will explore content to understand the interconnectedness of culture and nature.

Big Idea

Tradition
Interactions
Cultures

Enduring Understandings

Readers understand that the theme in poetry or drama can be interpreted from the details. **RL.4.2**
Writers understand that dialogue and description reveal how characters respond and react to situations. **W.4.3**
Learners will explore content to understand that cultures interact with and interpret nature in different ways

Standards Coverage

Reading: Literature
RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.5, RL.4.9, RL.4.10
Reading: Foundational Skills
RF.4.4, RF.4.4.a, RF.4.4.b
Writing
W.4.3, W.4.3.a, W.4.3.b, W.4.3.c, W.4.3.d, W.4.3.e, W.4.4, W.4.5, W.4.6, W.4.9.a, W.4.10
Speaking and Listening
SL.4.1, SL.4.1.b, SL.4.1.c, SL.4.1.d, SL.4.4, SL.4.5, SL.4.6
Language
L.4.1, L.4.1.a, L.4.1.b, L.4.1.d, L.4.1.e, L.4.1.f, L.4.1.g, L.4.2, L.4.2.a, L.4.2.b, L.4.2.c, L.4.3, L.4.3.a, L.4.3.c, L.4.4, L.4.4.a, L.4.4.c, L.4.5, L.4.5.a, L.4.5.b, L.4.5.c, L.4.6

Interactions in Nature and Culture

MODULE B

PBA Description

Task: Compare-and-Contrast Essay
Students will write an opinion piece that examines a topic and expresses an opinion clearly. Students will examine daily life in the cultures of the Ojibwa from *The Birchbark House* and the peoples of the Northwest Coast from “Northwest Coast Peoples” and explain which book did a better job of writing about Native American life.

Essential Questions

Readers: How do readers compare and contrast topics? **RL.4.1, RI.4.1**
Writers: Writers understand that they can draw evidence from literary text and informational text to support analysis, reflection and research. **W.4.9**

Anchor and Supporting Texts

Anchor Text (Trade Book): Literary Text
The Birchbark House by Louise Erdrich 930L
Supporting Text (Text Collection): Informational Text
“Northwest Coast Peoples” from *Kids Discover*
by Lois Markham 970L
Supporting Text (Text Collection): Informational Text
Midwest (*Social Studies Explorer* series) by Tamra B. Orr
Poetry
“A Birchbark Canoe” by Philemon Sturges
“Ring Around the World” by Annette Wynne
“Midwest” by Ruth De Long Peterson

Standards Coverage

Reading: Literature
RL.4.1, RL.4.2, RL.4.3, RL.4.9, RL.4.10
Reading: Informational Text
RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.7, RI.4.9, RI.4.10
Reading: Foundational Skills
RF.4.4, RF.4.4.b
Writing
W.4.1, W.4.1.a., W.4.1.b, W.4.1.c., W.4.1.d, W.4.4, W.4.5, W.4.6, W.4.9, W.4.9.a, W.4.9.b, W.4.10
Speaking and Listening
SL.4.1, SL.4.1.b, SL.4.1.c., SL.4.1.d, SL.4.2, SL.4.3, SL.4.4, SL.4.5
Language
L.4.1, L.4.1.b, L.4.1.f, L.4.2, L.4.2.a, L.4.2.b, L.4.2.c, L.4.2.d, L.4.4, L.4.4.a, L.4.4.c, L.4.5, L.4.5.a, L.4.5.c, L.4.6

Goals

Readers will compare and contrast texts to analyze ideas.
RL.4.1, RI.4.1
Writers will use text-based evidence to write a compare-and-contrast essay. **W.4.1**
Learners will explore content to understand how interactions among communities impact the culture and ways of life of people.

Big Idea

Tradition
Interactions
Cultures

Enduring Understandings

Readers understand that comparing and contrasting texts builds knowledge. **RL.4.2**
Writers understand that they can draw evidence from literary text and informational text to support analysis, reflection and research. **W.4.9**
Learners will explore content to understand the impact of communities on one another.

Grade 4 Unit 3

Exploring Impact and Effect

MODULE A

PBA Description

Task: Compare and Contrast Texts
Students will compare and contrast two to three of the texts they have read, producing a clear and coherent opinion supporting their point of view on which texts most effectively teach about the impact of natural processes on human beings.

Essential Questions

Readers: How can readers use informational texts to bolster understanding of a literary text? **RI.4.3**
Writers: How do writers use evidence from informational text to support analysis of ideas? **W.4.1**

Anchor and Supporting Texts

Anchor Text (Trade Book): Informational Text
Earthquakes by Seymour Simon 1010L
Supporting Text (Trade Book): Literary Text
Quake! by Gail Langer Karwoski 770L
Supporting Text (Text Collection): Literary Text
“Earthshaker’s Bad Day” by Gaby Triana 750L
Supporting Text (Text Collection): Literary Text
“The Monster Beneath the Sea” by Stacia Deutsch 780L
Poetry
“Instructions for Earth’s Dishwasher”
by Lisa Westberg Peters
“Natural Disasters” by Marilyn Singer
“Islands” by Marilyn Singer

Standards Coverage

Reading: Literature
RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.5, RL.4.6, RL.4.9, RL.4.10
Reading: Informational Text
RI.4.1, RI.4.3, RI.4.4, RI.4.5, RI.4.7, RI.4.9, RI.4.10
Reading: Foundational Skills
RF.4.4, RF.4.4.a, RF.4.4.b
Writing
W.4.1, W.4.1.a, W.4.1.b, W.4.1.c, W.4.1.d, W.4.3.e, W.4.4, W.4.5, W.4.6, W.4.9, W.4.9.a, W.4.9.b, W.4.10
Speaking and Listening
SL.4.1, SL.4.1.b, SL.4.1.c, SL.4.1.d, SL.4.2, SL.4.4, SL.4.5
Language
L.4.1, L.4.1.b, L.4.1.c, L.4.1.d, L.4.1.e, L.4.1.f, L.4.1.g, L.4.2, L.4.2.a, L.4.2.b, L.4.2.c, L.4.3, L.4.3.a, L.4.3.b, L.4.4, L.4.4.a, L.4.4.c, L.4.5, L.4.5.a, L.4.5.b, L.4.5.c, L.4.6

Goals

Readers will analyze characters, settings, events, and themes in a story, drama, myth, and/or legend. **RL.4.3**
Writers will describe characters in detail and will create a literary essay to analyze characters, settings, and events and their impact on each other. **W.4.9**
Learners will explore content to understand that the ways in which people explain natural phenomena change over time.

Big Idea

Impact

Enduring Understandings

Readers understand that recognizing story elements enables readers to think, talk, and deepen understanding of a text. **RL.4.3**
Writers understand that writers draw evidence from literary text to analyze ideas. **W.4.9**
Learners will explore content to understand that science is a newer method of explaining natural phenomena.

Exploring Impact and Effect

MODULE B

PBA Description

Task: Informative/Explanatory News Report
During this unit, students read *Anatomy of a Volcanic Eruption* and *Erosion: How Land Forms, How It Changes*. Students will write informative/explanatory news reports to examine the effects of change to Earth's surface.

Essential Questions

Readers: How do readers draw inferences and synthesize and analyze text to develop understanding? **RI.4.1**
Writers: How do writers research and share ideas from informational texts? **W.4.2**

Anchor and Supporting Texts

Anchor Text (Trade Book): Informational Text
Anatomy of a Volcanic Eruption by Amie Jane Leavitt 890L
Supporting Text (Trade Book): Informational Text
Erosion: How Land Forms, How It Changes by Darlene R. Stille 110L
Supporting Text (Text Collection): Literary Text
Escape from Pompeii by Christina Balit 920L
Poetry
"Living with Lava" by Lisa Westberg Peters
"Center of the Earth" by Marilyn Singer
"Mount Saint Helens Washington" by Diane Siebert

Standards Coverage

Reading: Literature
RL.4.4, RL.4.5, RL.4.6, RL.4.10
Reading: Informational Text
RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.6, RI.4.7, RI.4.10
Reading: Foundational Skills
RF.4.4, RF.4.4.b, RF.4.4.c
Writing
W.4.2, W.4.2.a, W.4.2.b, W.4.2.c, W.4.2.d, W.4.2.e, W.4.4, W.4.5, W.4.6, W.4.7, W.4.8, W.4.9, W.4.9.a, W.4.9.b, W.4.10
Speaking and Listening
SL.4.1, SL.4.1.b, SL.4.1.c, SL.4.1.d, SL.4.4, SL.4.5
Language
L.4.1, L.4.1.a, L.4.1.b, L.4.1.c, L.4.1.e, L.4.1.f, L.4.2, L.4.2.b, L.4.2.c, L.4.2.d, L.4.3, L.4.3.a, L.4.3.c, L.4.4, L.4.4.a, L.4.4.b, L.4.4.c, L.4.5, L.4.5.b, L.4.6

Goals

Readers will quote directly from the text when drawing inferences, synthesizing, and analyzing the text. **RI.4.1**
Writers will draw evidence from informational texts to support analysis, reflection, and research. **W.4.9**
Learners will explore content to understand the effects of change to Earth's surface.

Big Idea

Effect

Enduring Understandings

Readers understand that they use specific strategies to help them understand what they read. **RI.4.1**
Writers understand how to use research to convey information clearly. **W.4.7**
Learners will explore content to understand the impact and effect of nature on the environment and humankind.

Grade 4 Unit 4

Creating Innovative Solutions

MODULE A

PBA Description

Task: Innovative Solution Short Story
Students will write narratives (short stories) about a character who has a problem or a challenge and solves it with an innovative solution (real or imagined).

Essential Questions

Readers: How do readers describe in depth the characters, themes, and settings of a story? **RL.4.3**
Writers: How do writers support their point of view with reasons and information? **W.4.9**

Anchor and Supporting Texts

Anchor Text (Trade Book): Literary Text
Lunch Money by Andrew Clements 840L
Supporting Text (Text Collection): Literary Text
Coyote School News by Joan Sandin 730L
Supporting Text (Text Collection): Literary Text
Max Malone Makes a Million by Charlotte Herman 810L
Poetry
“Lunch Money” by Carol Diggory Shields
“Gold” by Pat Mora
“Bronze Cowboys” by Carol Boston Weatherford

Standards Coverage

Reading: Literature
RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.5, RL.4.6, RL.4.7, RL.4.9, RL.4.10
Reading: Foundational Skills
RF.4.4, RF.4.4.a, RF.4.4.b, RF.4.4.c
Writing
W.4.3, W.4.3.a, W.4.3.b, W.4.3.c, W.4.3.d, W.4.3.e, W.4.4, W.4.5, W.4.6, W.4.9, W.4.9.a, W.4.10
Speaking and Listening
SL.4.1, SL.4.1.b, SL.4.1.c, SL.4.1.d, SL.4.4, SL.4.5
Language
L.4.1, L.4.1.b, L.4.1.c, L.4.1.d, L.4.1.e, L.4.1.f, L.4.2, L.4.2.b, L.4.2.c, L.4.2.d, L.4.3, L.4.3.a, L.4.3.b, L.4.4, L.4.4.a, L.4.4.c, L.4.5, L.4.5.a, L.4.5.b, L.4.5.c, L.4.6

Goals

Readers will analyze the elements of stories: characters, setting, problem, events leading up to solution, and theme. **RL.4.3**
Writers will use narrative elements to write a story that is real or imagined. **W.4.3**
Learners will explore content to understand how creativity, cooperation, and innovation can make a difference in people's lives.

Big Idea

Innovative Solutions

Enduring Understandings

Readers understand the elements of narrative texts and how to use them to determine the theme of the story. **RL.4.3**
Writers understand that they can draw evidence from literary texts to analyze, research, and reflect. **W.4.9**
Learners will explore content to understand that collaboration often leads to creative solutions.

Creating Innovative Solutions

MODULE B

PBA Description

Task: Innovation Project Proposal
Students will create a project proposal for their own innovative idea to become successful financially. Students will write an opinion piece about their proposal.

Essential Questions

Readers: How can readers use reasons and evidence to explain information? **RI.4.8**
Writers: How do writers develop the topic with facts, definitions, concrete details, quotations, or other information and examples? **W.4.1**

Anchor and Supporting Texts

Anchor Text (Trade Book): Informational Text
Using Money by Gail Fay 920L
Supporting Text (Trade Book): Informational Text
The Stock Market by Max Winter 900L
Supporting Text (Text Collection): Informational Text
The Boy Who Invented TV by Kathleen Krull 860L
Poetry
“Smart” by Shel Silverstein
“A Last Word About Inventions” by Charise Mericle Harper
“Homework” by Russell Hoban

Standards Coverage

Reading: Informational Text
RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.8, RI.4.9, RI.4.10
Reading: Foundational Skills
RF.4.4, RF.4.4.b
Writing
W.4.1, W.4.1.a, W.4.1.b, W.4.1.c, W.4.1.d, W.4.4, W.4.5, W.4.6, W.4.7, W.4.8, W.4.9, W.4.9.b, W.4.10
Speaking and Listening
SL.4.1, SL.4.1.a, SL.4.1.b, SL.4.1.c, SL.4.1.d, SL.4.4, SL.4.5, SL.4.6
Language
L.4.1, L.4.1.a, L.4.1.b, L.4.1.c, L.4.1.e, L.4.2, L.4.2.b, L.4.2.c, L.4.2.d, L.4.3, L.4.3.c, L.4.4, L.4.4.a, L.4.4.b, L.4.4.c, L.4.5, L.4.5.c, L.4.6

Goals

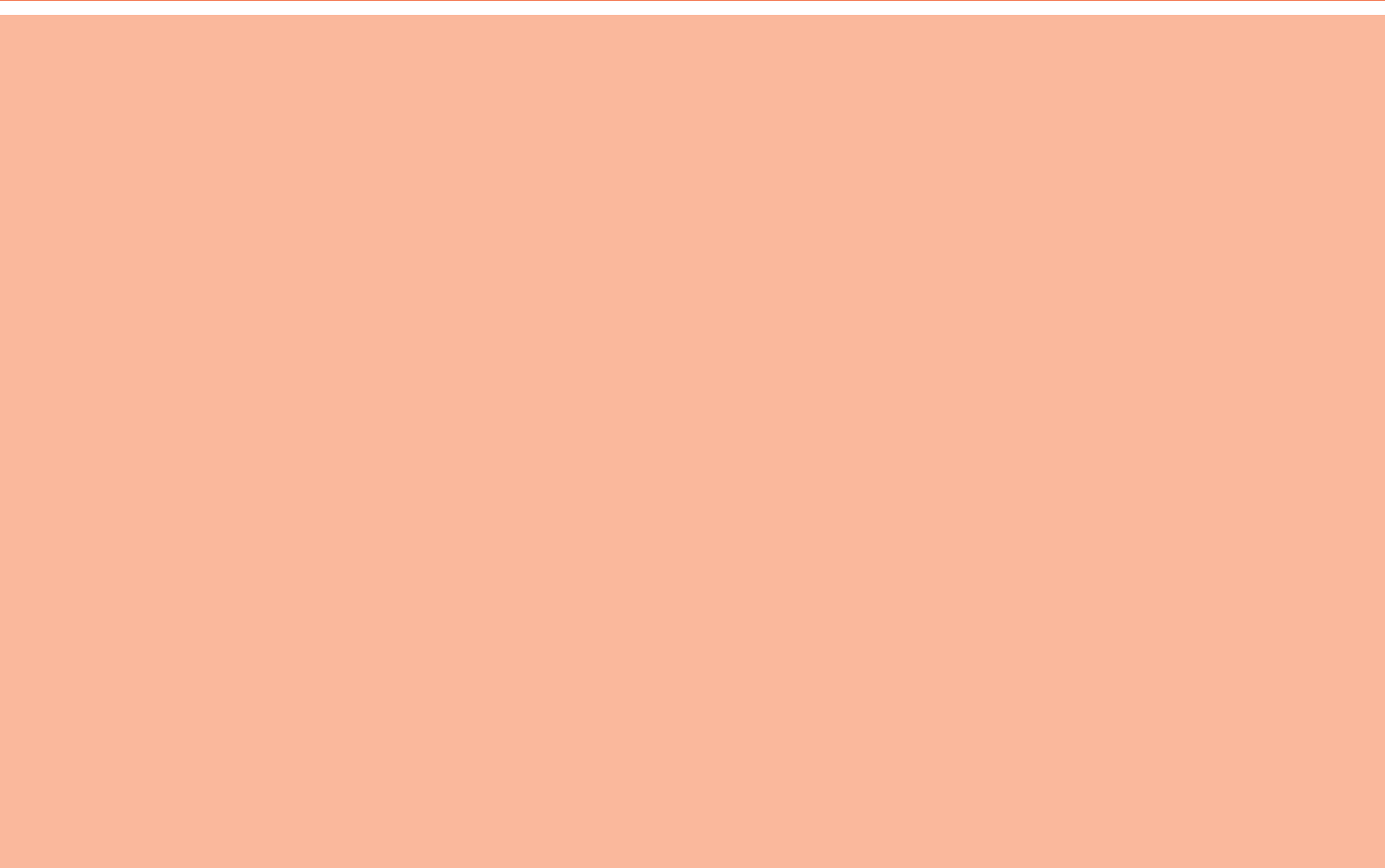
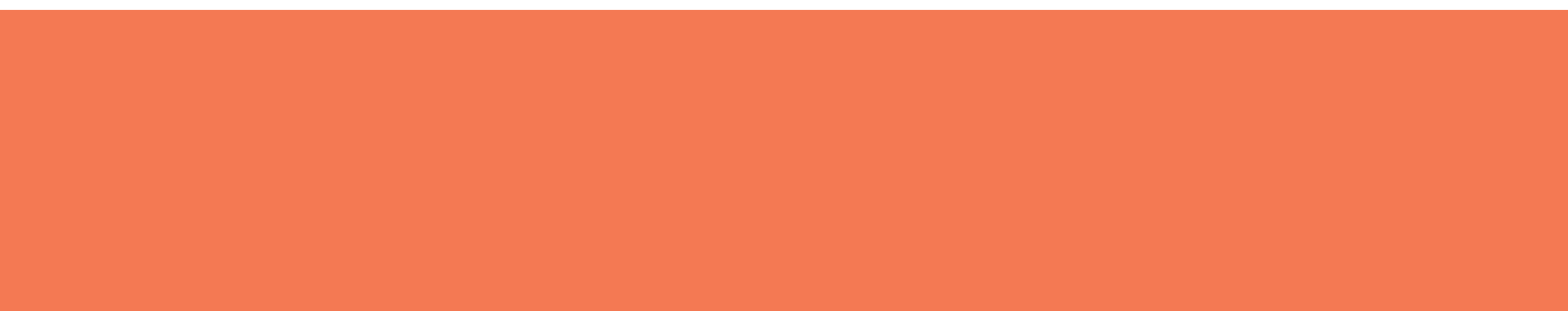
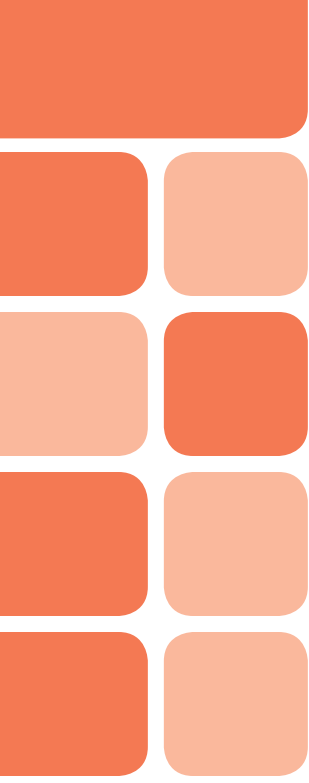
Readers will draw conclusions from evidence from the text.
RI.4.1
Writers will conduct research to build knowledge. **W.4.7**
Learners will explore content to understand how innovative ideas spark economic growth.

Big Idea

Innovative Solutions

Enduring Understandings

Readers understand that authors use reasons and evidence to support particular points in the text. **RI.4.8**
Writers understand that research builds knowledge through investigation of different aspects of a topic. **W.4.7**
Learners will explore content to understand that innovation is important for sustained economic growth.



Common Core Correlations

Grade 4

Common Core Standards for English Language Arts

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READING STANDARDS FOR LITERATURE

Key Ideas and Details

RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

TG U2: 105, 107, 135, 136, 137, 245, 246, 247, 278–280
TG U3: 73, 75, 76, 77, 103, 113, 125
TG U4: 45, 46, 47, 107, 165

RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

TG U2: 173, 174, 175, 176, 275, 276, 277, 295, 296, 297, 365, 366, 367
TG U3: 165, 166, 167
TG U4: 17, 55, 56, 57, 95, 96, 97, 105, 185, 186, 187

RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

TG U2: 15, 16, 17, 165, 166, 167, 215, 216, 217, 265, 266, 267, 305, 306, 307
TG U3: 95, 96, 97, 115, 116, 117, 155, 156, 157
TG U4: 165, 166, 167

Craft and Structure

RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., *Herculean*).

TG U2: 33, 53, 65, 66, 67, 95, 96, 97, 115, 116, 117, 125, 126, 127
TG U3: 105, 106, 107, 125, 126, 127, 135, 145, 146, 147, 295, 296, 297
TG U4: 23, 33, 43, 53, 103, 113, 123, 133, 143, 153, 163

RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

TG U2: 25, 26, 27, 45, 46, 47, 173, 175, 176, 177
TG U3: 173, 215, 303
TG U4: 15, 166, 167, 215

RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

TG U3: 143, 305, 306, 307
TG U4: 145, 146, 147

Integration of Knowledge and Ideas

RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

TG U4: 25, 26, 27

RL.4.8 (Not applicable to literature)

Not applicable according to the Common Core Standards for English Language Arts

Common Core Standards
for English Language Arts

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Integration of Knowledge and Ideas *continued*

RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

TG U2: 173, 175, 176, 177, 383, 385, 386, 387

TG U3: 153, 183

TG U4: 135, 137, 172, 173, 175, 176, 177, 182, 183, 184, 185, 186, 187

Range of Reading and Level of Text Complexity

RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

TG U2: 26, 55, 75, 122, 145, 185, 222, 272, 282, 332

TG U3: 75, 76, 86, 95, 115, 122, 155, 175, 295, 302, 312

TG U4: 15, 25, 35, 42, 52, 65, 82, 92, 105, 122

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Details

RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

TG U1: 113, 165, 166, 167, 233, 305, 306, 307

TG U2: 315, 316, 317

TG U3: 35, 36, 37, 175, 335, 336, 337

TG U4: 253, 265, 266, 267, 335, 336, 337

RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

TG U1: 133, 145, 146, 147, 183, 215, 216, 217, 265, 266, 267, 345, 346, 347

TG U2: 315, 316, 317, 345, 346, 347, 365, 366, 367

TG U3: 245, 246, 247, 385

TG U4: 215, 216, 217, 225, 226, 227, 265, 266, 267, 285, 286, 287

RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

TG U1: 85, 86, 87, 125, 126, 127, 275, 276, 277, 325, 326, 327

TG U2: 325, 326, 327

TG U3: 35, 36, 37, 345, 346, 347

TG U4: 295, 296, 297, 315, 316, 317

Craft and Structure

RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

TG U1: 43, 103, 113, 123, 143, 223, 253, 273, 333, 343

TG U2: 323, 343, 353

TG U3: 13, 33, 53, 63, 213, 223, 263, 283, 323, 343, 383

TG U4: 213, 233, 253, 263, 283, 313, 333, 353, 373, 383

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Craft and Structure *continued*

RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

TG U1: 135, 137, 155, 156, 157, 265, 266, 267, 355, 356, 357
TG U2: 325, 326, 327, 355, 356, 357
TG U3: 175, 176, 177, 265, 266, 267, 365, 366, 367
TG U4: 265, 266, 267, 315, 316, 317

RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

TG U3: 315, 316, 317

Integration of Knowledge and Ideas

RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

TG U1: 25, 26, 27, 245, 246, 247, 275, 276, 277, 287, 293, 303
TG U2: 320, 321, 352
TG U3: 17, 25, 26, 27, 225, 226, 227

RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.

TG U1: 14, 95, 97, 165, 166, 167, 303, 304
TG U4: 225, 226, 227, 235, 245, 265, 266, 267

RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

TG U1: 173, 175, 176, 177, 374, 375, 376, 377, 385, 387
TG U2: 383, 385, 386, 387
TG U3: 133, 140, 141, 151
TG U4: 365, 366, 367, 375, 376, 377, 385, 386, 387

Range of Reading and Level of Text Complexity

RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

TG U1: 26, 35, 75, 96, 126, 145, 152, 185, 226, 255, 276, 282, 326, 385
TG U2: 315, 325, 332, 335, 345, 355, 362, 365, 375, 385
TG U3: 15, 35, 55, 62, 185, 225, 252, 262, 272, 325, 345, 352, 375
TG U4: 215, 235, 252, 262, 272, 282, 295, 325, 352, 385

READING STANDARDS: FOUNDATIONAL SKILLS

Phonics and Word Recognition

RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.

TG Word Analysis: 11, 15, 19, 28, 35, 44, 51, 63, 72, 91, 104, 131, 159



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Phonics and Word Recognition *continued*

RF.4.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

TG Word Analysis: 15, 19, 26, 35, 42, 54, 58, 59, 66, 72, 90, 103, 107, 130, 147

Fluency

RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

TG U1: 76, 96, 176, 226, 246, 276, 296, 326, 346, 376

TG U2: 76, 96, 146, 176, 226, 246, 276, 296, 326, 376

TG U3: 26, 76, 96, 126, 146, 176, 246, 276, 346, 376

TG U4: 26, 76, 96, 126, 146, 176, 226, 246, 276, 326, 346, 376

RF.4.4.a Read grade-level text with purpose and understanding.

TG U1: 146–147, 346–347

TG U2: 146–147

TG U3: 146–147

TG U4: 146–147

RF.4.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

TG U1: 26, 76, 96, 126, 226, 276, 296, 326, 376

TG U2: 26, 76, 96, 126, 176, 226, 276, 296, 326, 376

TG U3: 26, 76, 96, 126, 176, 226, 276, 296, 346, 376

TG U4: 26, 76, 96, 126, 176, 226, 276, 296, 346, 376

RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

TG U3: 276

TG U4: 96, 126

WRITING STANDARDS

Text Types and Purposes

W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

TG U2: 218–221, 238–241, 248–251, 268–271, 288–291, 298–301, 318–321, 348–351, 368–371, 392–399

TG U3: 28–31, 38–41, 48–51, 58–61, 68–71, 78–81, 88–91, 118–121, 138–141, 148–151, 192–199

TG U4: 138–141, 228–231, 238–241, 248–251, 278–281, 298–301, 318–321, 328–331, 348–351, 392–399

W.4.1.a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

TG U2: 218–221, 238–241, 258–261, 288–291, 338–341

TG U3: 18–21, 48–51, 58–61

TG U4: 218–221, 228–231, 248–251, 268–271, 308–311

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Text Types and Purposes *continued*

W.4.1.b Provide reasons that are supported by facts and details.	TG U2: 228–231, 248–251, 278–281, 318–321, 348–351 TG U3: 28–31, 78–81, 88–91, 108–111, 148–151 TG U4: 228–231, 258–261, 318–321, 338–341
W.4.1.c. Link opinion and reasons using words and phrases (e.g., <i>for instance</i> , <i>in order to</i> , <i>in addition</i>).	TG U2: 238–241, 298–301, 358–361 TG U3: 68–71, 168–171 TG U4: 228–231, 298–301
W.4.1.d Provide a concluding statement or section related to the opinion presented.	TG U2: 368–371 TG U3: 90, 91, 158–161 TG U4: 288–291, 298–301, 308–311
W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	TG U1: 18–21, 28–31, 78–81, 98–101, 192–199, 228–231, 268–271, 338–341, 392–399 TG U2: 325, 345, 365 TG U3: 218–221, 238–241, 258–261, 268–271, 278–281, 298–301, 308–311, 328–330, 338–341 TG U4: 335
W.4.2.a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	TG U1: 18–21, 58–61, 88–91, 218–221, 248–251, 278–281, 308–311, 338–341, 348–351 TG U3: 220, 228, 231, 238–241, 260
W.4.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	TG U1: 48–51, 78–81, 138–141, 268–271 TG U2: 325, 345 TG U3: 288–291, 318–321, 328–331 TG U4: 335
W.4.2.c. Link ideas within categories of information using words and phrases (e.g., <i>another</i> , <i>for example</i> , <i>also</i> , <i>because</i>).	TG U1: 158–161, 238–241 TG U3: 308–311, 351
W.4.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.	TG U1: 98–101, 298–301, 318–321 TG U3: 258–261, 300, 301, 368–371, 392–399
W.4.2.e Provide a concluding statement or section related to the information or explanation presented.	TG U1: 108–111, 168–171, 388–391 TG U3: 358–361, 392–399
W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	TG U2: 28–31, 38–41, 58–61, 78–81, 108–111, 118–121, 138–141, 158–161, 168–171, 192–199 TG U4: 18–21, 38–41, 58–61, 78–81, 98–101, 108–111, 128–131, 168–171, 188–191, 192–199



Common Core Standards for English Language Arts	ReadyGEN ©2014 Grade 4
Text Types and Purposes <i>continued</i>	
W.4.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	TG U2: 18–21, 28–31, 58–61, 138–141, 158–161 TG U4: 18–21, 28–31, 78–81
W.4.3.b Use dialogue and description to develop experiences and events or show the responses of characters to situations.	TG U2: 38–41, 58–61, 78–81, 108–111, 148–151 TG U4: 38–41, 68–71, 98–101
W.4.3.c. Use a variety of transitional words and phrases to manage the sequence of events.	TG U2: 88–91, 158–161 TG U4: 148–151
W.4.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.	TG U2: 78–81, 98–101 TG U4: 68–71, 88–91, 108–111
W.4.3.e Provide a conclusion that follows from the narrated experiences or events.	TG U2: 128–131, 168–171 TG U4: 158–161
Production and Distribution of Writing	
W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	TG U1: 70, 90, 110, 130, 150, 240, 250, 280, 300, 310, 330, 360 TG U2: 20, 40, 50, 70, 80, 140, 240, 290, 330 TG U3: 40, 60, 100, 130, 140, 190, 230, 280, 298–301, 310, 350, 370 TG U4: 20, 40, 60, 190, 218–221, 248–251, 268–271, 290, 360, 370
W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	TG U1: 128–131, 178–181, 328–331, 368–371 TG U2: 178–181, 328–331, 378–381 TG U3: 138–141, 178–181, 188–191, 338–341, 348–351, 368–371, 378–381 TG U4: 80, 81, 168–171, 178–181, 358–361, 378–381
W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	TG U1: 21, 61, 141, 191, 221, 261, 291, 321, 361, 381 TG U2: 41, 131, 191, 221, 261, 271, 291, 321, 351, 391 TG U3: 21, 41, 61, 71, 101, 151, 191, 271, 311, 331 TG U4: 21, 41, 61, 81, 111, 121, 191, 221, 251, 331, 391
Research to Build and Present Knowledge	
W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	TG U1: 38–41, 258–261, 392–399 TG U3: 248–251, 278–281, 288–291, 298–301, 318–321, 338–341 TG U4: 258–261, 318–321

**Common Core Standards
for English Language Arts**

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Research to Build and Present Knowledge *continued*

W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

TG U1: 40, 60, 80, 100, 130, 230, 260, 280, 290, 300, 328–329, 330
TG U3: 220, 250, 278–281, 290, 318–321, 340, 341
TG U4: 240, 241, 260, 270, 278–281, 318–321, 350, 360

W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

TG U1: 78–81
TG U2: 268–271, 278–281, 318–321
TG U3: 78–81, 98–101, 118–121
TG U4: 118–121, 278–281, 328–331, 348–351

W.4.9.a Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions]”).

TG U2: 25, 55, 75, 115, 145, 165, 215, 265, 305
TG U3: 75, 85, 95, 105, 115, 125, 135, 145, 155, 305
TG U4: 15, 45, 55, 75, 95, 105, 145, 165, 185

W.4.9.b Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

TG U1: 35, 65, 85, 125, 165, 185, 235, 265, 305, 375
TG U2: 315, 325, 335, 345, 355, 385
TG U3: 15, 35, 65, 255, 265, 285, 325, 345, 375
TG U4: 215, 225, 245, 265, 285, 315, 335, 355, 375, 385

Range of Writing

W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

TG U1: 18–21, 38–41, 68–71, 108–111, 148–151, 192–199, 228–231, 278–281, 338–341, 392–399
TG U2: 28–31, 68–71, 118–121, 158–161, 192–199, 218–221, 258–261, 308–311, 378–381, 392–399
TG U3: 28–31, 68–71, 98–101, 148–151, 228–231, 258–261, 288–291, 318–321, 368–371, 392–399
TG U4: 38–41, 58–61, 88–91, 168–171, 192–199, 228–231, 278–281, 308–311, 378–381, 392–399

SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration

SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

TG U1: 24, 44, 94, 124, 164, 214, 254, 264, 324
TG U2: 34, 44, 54, 124, 144, 174, 214, 244, 254, 264, 294, 384
TG U3: 14, 54, 74, 104, 134, 154, 164, 214, 254, 314, 354
TG U4: 14, 94, 124, 154, 174, 234, 244, 314, 384



Common Core Standards
for English Language Arts

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Comprehension and Collaboration *continued*

SL.4.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

TG U1: 224, 334
TG U4: 274

SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles.

TG U1: 124, 314
TG U2: 54, 114, 124, 244, 324, 354
TG U3: 34, 74, 234, 294, 334
TG U4: 44, 114, 144, 284

SL.4.1.c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

TG U1: 94, 224, 264, 274, 324, 344, 354, 364
TG U2: 104, 144, 164, 174, 274, 304, 314, 354, 374, 384
TG U3: 164, 224, 254, 284
TG U4: 94, 154, 174, 294, 304, 344

SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

TG U1: 294, 304
TG U2: 94, 284, 294
TG U3: 94, 104, 294, 304
TG U4: 94, 104, 294, 304

SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

TG U1: 24, 84, 154
TG U2: 284

SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.

TG U2: 264, 344, 354

Presentation of Knowledge and Ideas

SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

TG U1: 74, 124, 274, 314, 344, 354, 364
TG U2: 14, 24, 64, 94, 104, 154, 164, 214, 224, 244, 294, 324, 354, 374
TG U3: 24, 34, 54, 84, 114, 124, 144, 154, 174, 224, 234, 254, 324, 334
TG U4: 34, 64, 74, 184, 234, 254, 274, 324, 354

SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

TG U1: 72, 96, 222, 226
TG U2: 42, 46, 222, 226
TG U3: 22, 74, 76, 212, 226, 281, 396, 398
TG U4: 22, 46, 226, 272

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for English Language Arts**

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Presentation of Knowledge and Ideas *continued*

SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

TG U1: 367, 382, 385, 386, 387
TG U2: 93
TG U4: 325, 327

LANGUAGE STANDARDS

Conventions of Standard English

L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

TG U1: 19, 39, 89, 109, 139, 189, 269, 289, 309, 369
TG U2: 29, 69, 89, 109, 119, 139, 149, 249, 269, 309
TG U3: 29, 59, 69, 89, 99, 129, 159, 299, 339
TG U4: 49, 69, 89, 109, 159, 219, 249, 319, 339, 389

L.4.1.a Use relative pronouns (*who*, *whose*, *whom*, *which*, *that*) and relative adverbs (*where*, *when*, *why*).

TG U1: 39, 41
TG U2: 119, 121
TG U3: 39, 169, 229, 239, 249
TG U4: 39, 149, 219, 239, 259, 369

L.4.1.b Form and use the progressive (e.g., *I was walking*; *I am walking*; *I will be walking*) verb tenses.

TG U1: 89, 91, 349, 351
TG U2: 139, 159, 161, 349
TG U3: 19, 21, 139, 299, 369
TG U4: 89, 249, 319, 321

L.4.1.c Use modal auxiliaries (e.g., *can*, *may*, *must*) to convey various conditions.

TG U1: 99, 101, 148, 151, 319, 321, 359, 361
TG U3: 29, 31, 89, 259, 319
TG U4: 109, 299, 329

L.4.1.d Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).

TG U1: 79, 81
TG U2: 29, 31
TG U3: 109, 129, 339
TG U4: 19, 339, 349

L.4.1.e Form and use prepositional phrases.

TG U1: 129, 131, 329, 331
TG U2: 109, 111
TG U3: 69, 149, 151, 349, 351, 359, 361
TG U4: 79, 289, 389

L.4.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

TG U1: 119, 139, 239, 279, 289, 299, 309
TG U2: 69, 71, 79, 81, 89, 99, 101, 299, 309
TG U3: 189, 219, 221, 279, 289, 291, 379
TG U4: 129, 159, 169



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Conventions of Standard English *continued*

L.4.1.g Correctly use frequently confused words (e.g., *to, too, two; there, their*).

TG U1: 189, 191, 369, 371, 389, 391
TG U2: 149, 151
TG U3: 99, 159

L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

TG U1: 21, 159, 161, 169, 171, 181, 341, 368, 371, 391
TG U2: 49, 169, 189, 219, 229, 239, 259, 289, 329, 369
TG U3: 49, 79, 119, 179, 269, 309, 329, 379, 389
TG U4: 119, 179, 189, 229, 269, 279, 309, 359, 379

L.4.2.a Use correct capitalization.

TG U1: 21, 159, 161, 181, 341, 371
TG U2: 189, 219, 221, 229, 231, 239, 241
TG U3: 49, 51, 178, 180, 181

L.4.2.b Use commas and quotation marks to mark direct speech and quotations from a text.

TG U1: 169, 171, 179, 391
TG U2: 49, 169, 259, 289
TG U3: 79, 269, 389
TG U4: 119, 229, 269, 279, 359

L.4.2.c Use a comma before a coordinating conjunction in a compound sentence.

TG U1: 109, 111, 229, 231, 241, 289
TG U2: 89, 91, 309, 311, 319, 329
TG U3: 119, 121, 179, 181, 329, 379
TG U4: 179, 269, 379

L.4.2.d Spell grade-appropriate words correctly, consulting references as needed.

TG U2: 359, 369, 371
TG U3: 309
TG U4: 189, 191, 309

Knowledge of Language

L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

TG U1: 19, 79, 99, 169, 189, 269, 289, 309, 329, 389
TG U2: 29, 89, 119, 139, 149, 169, 219, 249, 289, 329
TG U3: 19, 59, 99, 119, 169, 189, 239, 259, 329, 379
TG U4: 19, 39, 59, 89, 119, 179, 219, 269, 289, 339, 369

L.4.3.a Choose words and phrases to convey ideas precisely.

TG U1: 98–101, 138–141, 298–301, 318–321
TG U2: 71, 78–81, 98–101
TG U3: 108–111, 258–261, 368–371, 392–399
TG U4: 48–51, 88–91, 108–111

L.4.3.b Choose punctuation for effect.

TG U3: 159
TG U4: 35, 36, 37

L.4.3.c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

TG U1: 367, 382, 385, 386, 387
TG U2: 93
TG U4: 325, 327

**Common Core Standards
for English Language Arts**

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Vocabulary Acquisition and Use

L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

TG U1: 23, 43, 63, 93, 113, 143, 163, 213, 273, 303, 343

TG U2: 13, 33, 53, 93, 133, 213, 223, 263, 283, 323, 353

TG U3: 13, 73, 103, 143, 223, 243, 273, 283, 333, 343

TG U4: 43, 93, 133, 141, 163, 213, 243, 263, 303, 343

L.4.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

TG U1: 13, 43, 63, 123, 143, 233, 263, 333, 343, 353

TG U2: 13, 43, 53, 83, 123, 153, 223, 253, 273, 343

TG U3: 33, 43, 83, 153, 213, 243, 353

TG U4: 33, 53, 123, 133, 143, 153, 233, 243, 273, 353

L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*).

TG U3: 103, 343

TG U4: 293, 353

L.4.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

TG U1: 13, 100, 141, 181, 300, 315, 379, 381

TG U2: 179, 181, 243, 379, 381, 389

TG U3: 65, 66–67, 213, 216–217

TG U4: 133, 141, 213, 305, 306, 331

L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

TG U1: 45, 46, 47, 65, 66, 67, 256, 257, 295, 296, 297, 335, 337

TG U2: 21, 63, 115, 116, 117, 225, 226, 227, 255, 256, 257

TG U3: 55, 57, 85, 87, 125, 126, 127, 135, 283, 368

TG U4: 65, 85, 86, 135, 136, 137, 255, 256, 257

L.4.5.a Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.

TG U1: 65, 66, 67, 297

TG U2: 97, 115, 116, 117

TG U3: 13, 53, 55, 56, 57, 85, 86, 87, 91, 135, 136, 137

TG U4: 65, 85, 86, 135, 137

L.4.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.

TG U1: 83, 273, 283, 295, 297

TG U2: 87, 95, 96, 97, 103, 123, 273, 293

TG U3: 83, 283

TG U4: 23, 33, 83

L.4.5.c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

TG U1: 335, 336, 337

TG U2: 113, 225, 226, 227

TG U3: 125, 126, 127

TG U4: 136, 255, 256, 257

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L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed*, *whined*, *stammered*) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).

TG U1: 24, 44, 74, 114, 154, 184, 224, 264, 294, 324, 354, 374**TG U2:** 14, 34, 54, 74, 104, 144, 164, 214, 254, 284, 334, 384**TG U3:** 14, 44, 84, 104, 154, 184, 244, 284, 304, 344, 384**TG U4:** 24, 54, 94, 124, 164, 214, 264, 304, 334, 374

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